DOCUMENT RESUME

ED 053 294 VT 013 098

TITLE	Policies and Procedures for the Operation of Vocational-Technical Education in the State of New Mexico.
INSTITUTION	New Mexico Occupational Research and Development Coordinating Unit, Santa Fe.
PUB DATE	Nov 70
NOTE	295p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$9.87
DESCRIPTORS	Agricultural Education, Counseling Services, Distributive Education, *Educational Objectives, Health Occupations Education, Home Economics Education, Industrial Arts, Instructional Programs, Manuals, Office Occupations Education, *Policy, Research Coordinating Units, *State Programs, Trade and Industrial Education, Vocational Directors, *Vocational Education
IDENTIFIERS	New Mexico

ABSTRACT

This manual, developed after a number of statewide meetings, sets forth standards to provide a minimum regulation base upon which quality vocational education programs can be built. Policies and procedures are given for: (1) Agricultural Education, (2) Distributive Education, (3) Health Occupations Education, (4) Home Economics Education, (5) Industrial Arts, (6) Local Vocational Directors, (7) Office Education, (8) Research Coordinating Units, (9) Special Needs Programs, and (10) Trade, Technical and Industrial Education Programs. The discussion of each occupational area includes purposes, objectives, program administration, teacher qualifications, program descriptions, teacher education, and in-service education. (GEB)

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POLICIES
AND
PROCEDURES
FOR
VOCATIONAL - TECHNICAL EDUCATION
IN
NEW MEXICO

1970

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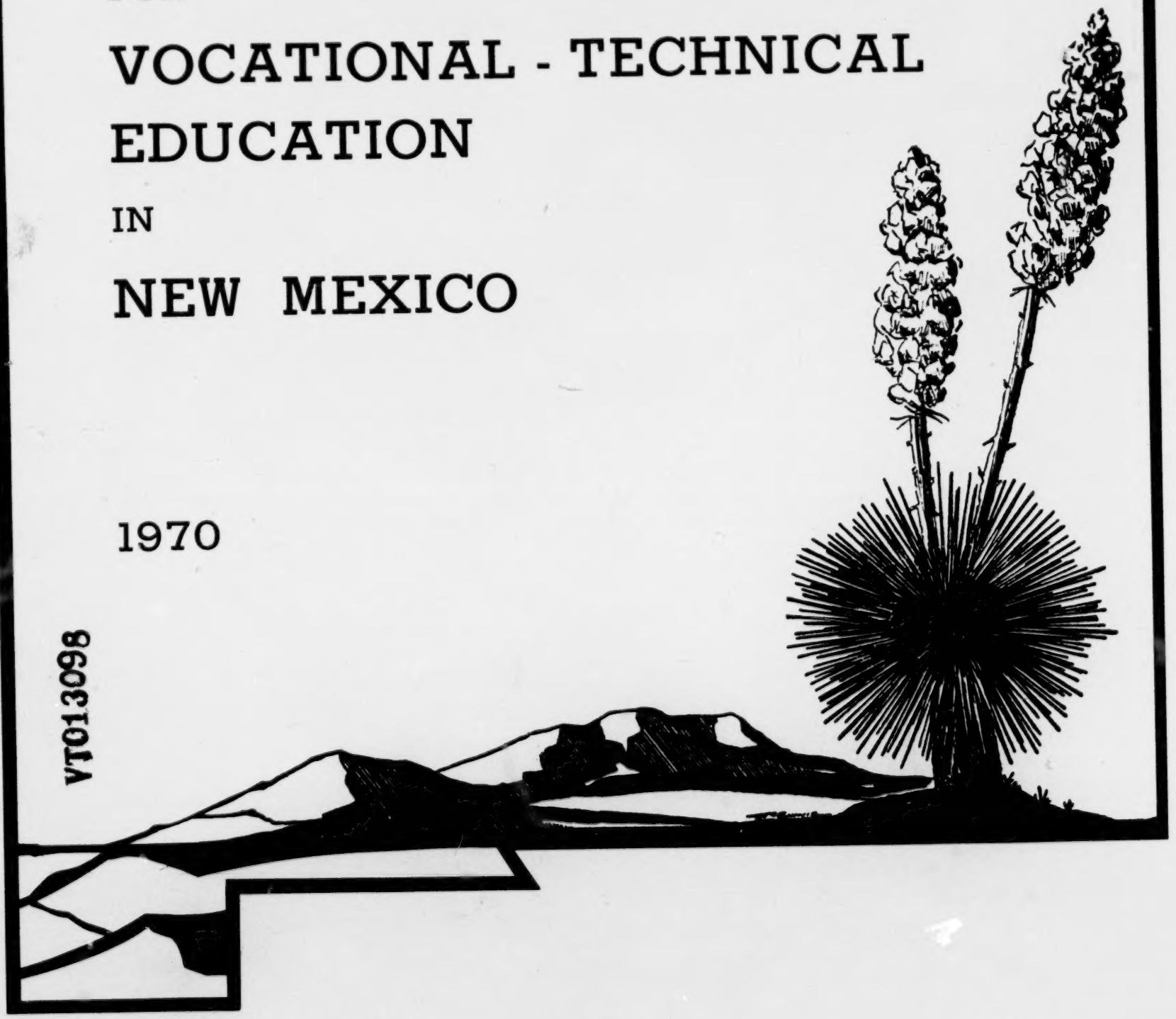

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POLICIES AND PROCEDURES FOR THE OPERATION OF VOCATIONAL-TECHNICAL EDUCATION IN THE STATE OF NEW MEXICO

This manual was coordinated and published by:

Research Coordinating Unit
Vocational-Technical and Adult Education
State Department of Education
State Capitol Building
Santa Fe, New Mexico 87501

November, 1970

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VOCATIONAL-TECHNICAL AND ADULT EDUCATION
FOR
THE STATE OF NEW MEXICO

The first "Policies and Procedures Manual" for the Division of Vocational Education was published one year ago, and even though it was a major step forward, it was realized from the beginning that revisions were needed.

This revised copy was finally completed after a number of statewide meetings and a review by the New Mexico State Advisory Council for Vocational-Technical Education.

It is hoped that this will be a semi-permanent document with minor changes to meet program needs that occur in the future. The future revisions will be mailed as inserts to the basic document rather than a complete new printing.

NEW MEXICO STATE BOARD OF EDUCATION

Virgil Henry, President
710 Yeso Drive
Hobbs, New Mexico 88240
Phone: EX3-6745

Frederic G. Comstock
Vice President
729 San Mateo, N. E.
Albuquerque, New Mexico 87106
Phone: 256-3539

Mrs. Laura E. McKinley
Secretary
P. O. Box 1366
Socorro, New Mexico 87801
Phone: 687-3315 (Mayhill)

Albert Amador, Member
General Delivery
Santa Fe, New Mexico 87501
Phone: 425-9703

Mr. Ed Heringa, Member
515 Maple
Clayton, New Mexico 88415
Phone: 374-9389

Mrs. Thelma Inmon, Member
Route 1, Box 160
Deming, New Mexico 88030
Phone: 531-4746 (Columbus)

K. I. Langley, Member
P. O. Box 1176
Tucumcari, New Mexico 88401
Phone: 461-1710

L. Grady Mayfield, Member
P. O. Box 535
Las Cruces, New Mexico 88001
Phone: 562-8972

H. M. Mortimer, Member
720 University Avenue
Las Vegas, New Mexico 87701
Phone: 425-7161

Charles C. Murphy, Member
2200 Gidding
Clovis, New Mexico 88415
Phone: 763-3706

Leonard J. De Layo
Superintendent of Public Instruction
State Capitol Building
Santa Fe, New Mexico 87501

Weldon Perrin, Deputy
Superintendent of Public Instruction
State Capitol Building
Santa Fe, New Mexico 87501

NEW MEXICO STATE DEPARTMENT OF EDUCATION
Vocational-Technical & Adult Education Division Personnel
State Capitol Building
Santa Fe, New Mexico 87501

Mr. Ernest A. Vigil
State Director
Vocational-Technical and
Adult Education
Phone: 827-2297

Mr. Wade Fredrickson
Assistant State Director
Vocational-Technical and
Adult Education
Phone: 827-2966

AGRICULTURE EDUCATION
C. W. Morrison, State Supervisor
Gary Updyke, Asst. State Supervisor
Phone: 827-2405

DISTRIBUTIVE EDUCATION
Billy Bell, State Supervisor
Phone: 827-2935

HEALTH OCCUPATIONS
Marian Thomas, State Supervisor
Phone: 827-2640

HOME ECONOMICS EDUCATION
Wilma Ludwig, State Supervisor
Margaret (Penny) Jimenez, Asst.
State Supervisor
Phone: 827-2573

INDUSTRIAL ARTS
Waymond Smith, State Supervisor
Phone: 827-2211

INDUSTRIAL DEVELOPMENT
Pete Eissele, State Supervisor
Phone: 827-2692

MANPOWER DEVELOPMENT & TRAINING
Don Milligan, State Supervisor
Robert Fred, Asst. State Supervisor
Carlos Gonzales, Asst. State Supervisor
Frank Romero, Asst. State Supervisor
Ben Lee Burke, Vocational Instructor
Phone: 827-2780

OFFICE EDUCATION
Robert Gordon, State Supervisor
Joe Solano, Asst. State Supervisor
Phone: 827-2428

PRIVATE & POST-SECONDARY SCHOOLS
Donald J. Rea, State Supervisor
Phone: 827-2574

RESEARCH COORDINATING UNIT
Hilda Majors, Director
Connie Jordan, Asst. Director
Phone: 8[illegible]-23[illegible]

SPECIAL NEEDS
Sheldon Weissman, State Supervisor
Phone: 827-2965

TRADES, INDUSTRIAL & TECHNICAL
Bill Jackson, State Supervisor
Jack Boulton, Asst. State Supervisor
(Vacant), Asst. State Supervisor
Phone: 827-2211

CONCERTED SERVICES, Sandoval County
Henry Gonzales, Coordinator
P. O. Box 717
Bernalillo, New Mexico 87004
Phone: 867-2925

CONCERTED SERVICES, San Miguel County
Henry Brito, Asst. Coordinator
Box 1008
Las Vegas, New Mexico 87001
Phone: 425-5984

VOCATIONAL-TECHNICAL AND ADULT EDUCATION
FOR
THE STATE OF NEW MEXICO

INTRODUCTION

The State of New Mexico has made great progress in the area of Vocational Education in the last few years, but much work still remains to be done. To insure progress and quality programs, certain standards have to be met; this is the reason for this Policies and Procedures Manual.

There have been many meetings and man hours of work put into the development of these standards. Certainly these standards are not perfect and they will not insure a quality program, but they must be used to establish minimum regulations to be built upon and improved in the years to come.

Keep this manual for reference, as it will answer many of your questions concerning local vocational programs, both new and ongoing. The State Staff of the Division of Vocational Education is always at your disposal, so please feel free to call on us for any help at any time.

E. A. Vigil, State Director
Vocational-Technical and Adult Education

OBJECTIVES FOR VOCATIONAL EDUCATION

Policy

The Vocational Education Department will develop Vocational Education programs which are available to all individuals for the purpose of preparing them for gainful employment.

Vocational Program Objectives

1. Assist schools in developing, maintaining, extending, and improving programs of Vocational Education.

2. Assist schools in planning, and providing employment for youths who need assistance to continue their education.

3. Provide vocational training so that persons of all ages in all communities will have ready access to training to meet the needs of actual or anticipated opportunities for gainful employment.

4. Disseminate Vocational Education information to educators, legislators, and the general public to keep them informed in the area of Vocational Education.

5. Provide in-service training and instructional materials for teachers of Vocational Education.

6. Assist schools in planning and developing programs that will promote leadership, character, thrift, scholarship, cooperation, citizenship, and patriotism by participating in experiences and activities of youth organizations, which is an integral part of the Vocational Education program.

7. Assist schools in providing knowledge, information, attitudes, or abilities for an occupation through a pertinent instructional program.

8. Provide teacher education programs for all divisions of Vocational Education to prepare an adequate supply of teachers.

9. Assist schools in planning placement and follow-up programs, and to help coordinate these programs statewide.

10. Provide an instrument assisting schools in evaluating instructional programs and determine progress of students.

11. Assist schools in providing career information to assist students in selecting a vocation.

POLICIES
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FOR
AGRICULTURAL EDUCATION
IN
NEW MEXICO

1970

STATE DEPARTMENT OF EDUCATION
EDUCATION BUILDING
SANTA FE, NEW MEXICO

POLICIES AND PROCEDURES FOR THE OPERATION

OF

VOCATIONAL AGRICULTURE EDUCATION PROGRAMS

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AGRICULTURE EDUCATION PROGRAMS

I. PURPOSE

The Vocational Agriculture Program provides training and education to develop those competencies for persons engaged in agricultural occupations or for those persons preparing for entry into agricultural occupations.

II. OBJECTIVES

A. The objectives of the Agricultural Education Program are:

1. To develop agricultural competencies in animal science, plant science, soil science, agricultural economics and business management, and agricultural mechanics needed for individuals engaged in or preparing to engage in production agriculture or in agricultural business or in other careers in agriculture.

2. To develop an understanding and appreciation of career opportunities in agriculture and of the preparation needed to progress in production agriculture or in agricultural business occupations or in other careers in agriculture.

3. To develop the ability to secure satisfactory placement and to advance in an agricultural occupation through a program of continuing education.

4. To develop those abilities in human relations which are essential in agricultural occupations.

5. To develop agricultural leadership, character, thrift, scholarship, cooperation, citizenship and patriotism, by participating in experiences and activities of the FFA, which in an integral part of the Agricultural Education Program.

III. ADMINISTRATION

A. State Administration: The State Board,* through the State Director of Vocational Education and State Supervisory Staff, is responsible for:

1. Leadership and direction of the Agricultural Education Program in the State.

*State Board refers to State Board of Education.

2. Periodic program reviews to see that Federal funds and matching local funds are spent in accordance with the State Plan, that Federal funds do not supplant any State or local funds, and to check that education is of high quality and is suited to the needs and abilities of the students.

3. Planning and promoting State program of Agricultural Education.

4. Planning, preparing and distributing instructional material.

5. Reimbursing Agricultural Education Programs, subject to availability of funds, which meet the following requirements:

   a. Program meets the needs of persons who have entered upon or are preparing to enter upon the work of the farm or ranch or of an agricultural business, and who have selected one of these occupations as an objective which is recorded by the local school.

   b. Instruction deals with practical agricultural problems and includes subject matter and learning experiences necessary in the operation of farm or ranch or of an agricultural business.

   c. Programs of instruction shall provide for:

      (1) Directed or supervised practice on a farm or ranch for those persons who are engaged in or preparing to engage in farming or ranching.

      (2) Directed or supervised practice on a farm or in an agricultural business for those training for other occupations involving knowledge and skills in agricultural subjects.

   d. Have at least fifteen students for a part-time Agricultural Education teacher, thirty students for a full-time teacher, and sixty students for two full-time teachers.

   e. Facilities meet standards approved by the State Board.

   f. Class meets time requirements.

   g. School provides adequate supervision and instruction of farming programs on farm, or work experience in an agricultural business.

   h. Submits statistical report showing time to be spent on teaching agricultural education courses, salary of teacher, including summer salary, and budget for supplies, equipment and travel expenses of teacher.

   i. Submits preliminary farming or work experience report of students.

   j. Submits final farming or work experience report of students.

   k. Submits monthly report of agricultural education travel.

l. Submits notarized claim for reimbursement.

m. Agricultural Education teacher meets qualifications.

6. Services to local schools

a. Assist in surveying and planning for new Agricultural Education department.

b. Assist with instructional problems in Agricultural Education.

c. Assist in planning and preparing instructional material.

d. Assist in improving program of Agricultural Education.

e. Assist in evaluation of Agricultural Education Program.

f. Assist in securing qualified Agricultural Education teachers.

g. Assist in improving local programs of FFA.

h. Assist in planning new facilities.

7. Evaluation of Agricultural Education Program

8. Approval of certification of teachers

a. Persons planning to teach Agricultural Education in New Mexico must meet qualifications set up in the State Plan for Vocational Education and policies.

b. To secure a certificate, applicants must submit a transcript of college credits to the State Supervisor of Agricultural Education and to the State Director of Certification; the State Supervisor will recommend to the State Certification Director whether the applicant is qualified to teach Agricultural Education in New Mexico. The State Certification Director will then issue a certificate, if applicant meets other provisions of State Certification regulations.

9. Appointment of State Advisory Committee and/or Consultative Committees for Agricultural Education Program. A State Advisory Committee for Agricultural Education may be appointed by the State Board for Vocational Education upon recommendation by the State Supervisor of Agricultural Education and the State Director of Vocational Education. It shall be composed of:

a. three farmers or ranchers

b. two agricultural businessmen

c. two local school administrators

d. ex-officio members

(1) State Director of Vocational Education

(2) Teacher Educator of Agricultural Education

(3) New Mexico Vocational Agriculture Teachers' Association President

The regular members will serve staggered terms of three years.

10. Approval of Agricultural Education Programs in local school when they meet the requirements for a Department and enter into a contract with the State Department of Agricultural Education. The contract shall include the number of years of instruction in Agricultural Education to be offered, time schedule, employment of qualified teacher and term of employment, provisions for supervised practice or work experience for students, travel of teacher for supervision of students and other Agricultural Education travel, facilities, instructional program, and operation and maintenance of a program.

11. Planning and promoting the New Mexico Future Farmers of America, incorporated as an Association under the laws of New Mexico. The supervisory staff shall be State Advisors and be responsible for the State Association of FFA.

12. Planning and conducting in-service training for Agricultural Education teachers.

13. Making reports as requested by the State Board and the U. S. Office of Education.

14. Planning and conducting state judging contests, conventions, exhibits, and fairs for FFA on a state or district basis.

15. Cooperate with other agricultural agencies on agricultural programs.

16. Cooperate with other agencies on educational programs.

17. Planning and conducting research.

18. Planning and promoting teacher training programs in Agricultural Education in cooperation with teacher training institution.

19. Establishing standards for Agricultural Education program, facilities, classroom, equipment and supplies.

B. <u>Local Administration</u>

1. The local board of education has the authority to determine whether Agricultural Education Programs will be offered in the local school and will make application to the State Board through the State

Supervisor of Agricultural Education for a program. The local board will determine policies for the operation and maintenance of an Agricultural Education Program upon recommendations of the Agricultural Education teacher, principal and superintendent, in conformity with the State Plan policies and regulations. The local board will provide funds for buildings, equipment, supplies, facilities, and for salary and travel of Agricultural Education teacher.

2. The employment of teachers of Agricultural Education is the responsibility of the local board of education. The local board shall check with the State Supervisor in selecting a qualified Agricultural Education teacher to be employed on an eleven or twelve-month contract from July 1 or August 1 to June 30. Salaries of Agricultural Education teachers should be computed on the basis of eleven-ninths or twelve-ninths of salaries of other faculty members with similar experience and training. The local board will set up time for vacations of the agriculture teacher in conformity with State Plan and policies.

3. The local board and administration will request such plans and reports from the Agricultural Education teacher, as necessary, to keep informed on the operation of the Agricultural Education Program.

4. The local board, through the local administrators and Agricultural Education teacher, is responsible for:

   a. Leadership and direction of the Agricultural Education Program in the community.

   b. A written plan for a program of Agricultural Education, which includes objectives, plan of operation, course of study, farming or ranching programs, work experience,visitation, FFA and summer activities.

   c. Developing course of study to meet the needs of the community.

   d. Planning instruction, providing instructional material, making arrangements for resource people, and demonstrations and field trips.

   e. Planning and developing students' farming programs or work experience programs.

   f. Supervising students' farming programs or work experience programs, giving individual instruction during the supervision of these programs.

   g. Planning and supervising the local FFA Chapter and activities.

   h. Planning and conducting a summer program of instruction and supervision.

   i. Preparing reports and submitting to the local board and the State Office of Agricultural Education.

j. Keeping records of students' farming programs, work experience programs, placement and follow-up studies, FFA activities, and equipment and supply inventories.

k. Guidance and counseling of Agricultural Education students.

l. Cooperation with other agricultural agencies in the community.

m. Assisting in improving agriculture in the community.

n. Providing facilities for Agricultural Education department, which include classroom, agricultural mechanics shop, storage space, tools and equipment, supplies, and necessary instructional materials and equipment.

o. Providing funds for transportation and travel expenses of teachers for supervision of the Agricultural Education Program in conformity with the State Plan and policies.

p. Selecting a local Advisory Committee composed of farmers, ranchers, and businessmen to make recommendations to the Agricultural Education teacher and administration and local board for improvement of the Agricultural Education Program in the community.

IV. QUALIFICATIONS

A. Secondary Teachers

1. Professional Education: Teacher shall have not less than 18 semester hours of credit in Agricultural Education courses which include courses in methods of agricultural instruciton, directed teaching, and methods in farm mechanics instruction, and in addition, other subjects as specified by law for certification of teachers in New Mexico. He shall have at least six weeks of directed teaching in an approved directed teaching center under the supervision of an Agricultural Education teacher, who has had at least t ee years or more of experience teaching Agricultural Education.

2. Technical Education: Shall hold a Bachelor of Science degree in Agriculture or Agricultural Education from a recognized four-year agricultural college or university that meets New Mexico standards for training of teachers of Agricultural Education. Must have a minimum of 54 semester hours in technical agriculture, with not less than 12 semester hours in each of the following fields: animal science, plant and soil science, agricultural mechanics or agricultural engineering, and agricultural economics and farm management, with six semester hours of electives in technical agriculture. Teachers training to teach Vocational Horticulture may substitute six hours of animal science or agriculture economics for plant science.

3. Agricultural Experience: Teachers must meet one of the following requirements:

   a. Two years experience on a farm after age 14

   b. Two years of supervised or directed Agricultural Farming Program

   c. Two years of directed or supervised work experience on a farm, ranch or in an agricultural business

   d. Two summers of work experience in an agricultural business or on a farm

B. Post-Secondary Teachers

1. Duties: Shall be the same as those for secondary vocational teachers in 1.33 in State Plan.

2. Minimum Qualifications: Shall be the same as for secondary Vocational Agriculture teachers in 1.33-1, A 1-2 in State Plan.

3. Experience: Shall have had a minimum of three years of recent experience in the occupation or in a combination of occupations directly related to the agricultural occupation for which training is offered.

C. Adult Teachers

1. Duties: Shall be the same as those for secondary vocational teachers in 1.33 in State Plan.

2. Minimum Qualifications: Shall have a background of education adequate to carry out, under supervision, the objectives of the training program as determined by the State Board of Education.

3. Experience: Shall have a minimum of three years full-time experience in the agriculture occupation or a combination of occupations for which the training is being offered.

V. INSTRUCTIONAL PROGRAMS

A. Secondary Programs in Vocational Agriculture

1. Production Agricultural Programs and Agricultural Business Programs:

   a. The instructional program will consist of the following major areas:

      (1) The instructional program in production of livestock, crops, soils and the management and accounting necessary for efficient operation of these areas.

      (2) Agricultural mechanics to develop skills necessary to operate, maintain and repair equipment, machinery and facilities on a farm or ranch or in agricultural business.

(3) Supervised agricultural experience on a farm or ranch or in agricultural business to develop responsibility, thrift and economic development.

(4) Leadership training through the activities and experience of the Future Farmers of America, which is an integral part of the curriculum of Vocational Agriculture.

(5) Instruction for agricultural business occupations will include planning for occupational experience, agriculture salesmanship, agriculture business procedures and programmed instruction by areas for product information.

b. Secondary Schools will provide at least three years of Vocational Agriculture in which:

(1) The first two years consist of study of basic agriculture in animal science, plant science, soil science, agriculture mechanics and leadership training through the FFA.

(2) In production agriculture, the third year class, and in those schools that have four years, will be spent on agriculture economics, the management of a farm business and the accounting necessary to operate an efficient farm business. The students in Vocational Agriculture will be given an opportunity to supplement classroom instruction by participation in laboratory exercise, field trips, use of resource people, and other means to develop competencies necessary to enter the occupation of agriculture.

(3) In the third year of agricultural business occupations, time will be spent on career information, selection of occupations, planning for occupational experience, agriculture salesmanship, business procedures and programmed instruction in the occupational area selected.

2. Vocational Horticulture

a. Instructional program will consist of the following major areas:

(1) Career information, personal traits and relations, selection of area leadership training, planning for occupational experience, horticulture salesmanship and business procedures, horticulture accounts and records and programmed instruction for occupational areas.

b. Secondary schools will provide at least three years of Vocational Horticulture in which:

(1) The first two years will consist of study of basic horticulture soils, landscaping and decisions with horticulture mechanics and leadership training.

(2) The third year will consist of study of planning for occupational experience, salesmanship, business procedure accounts, records programming instruction and occupational experience.

3. Minimum time requirements - Local boards may meet minimum time requirements for:

a. Production Agriculture

(1) Local schools may meet the minimum time requirement of 684 hours of classroom instruction divided in any manner the school wishes during the three years.

b. Agriculture Business Occupations

(1) The minimum time requirement in this area is 900 hours with one hour for first and second years and a three-hour block for the third year.

c. Vocational Horticulture

(1) The minimum time requirement is 900 hours for the three years with one hour period for the first and second year and a three-hour block for the third year.

VI. SUPERVISED AGRICULTURAL EXPERIENCE PROGRAMS

A. All students enrolled in Vocational Agriculture classes in secondary schools are required to plan and conduct a supervised agricultural experience program:

1. Production Agriculture

a. Productive agricultural enterprises on home farms, school farm or other farms, or

b. Work experience on farm or ranch of 100 hours first year, 200 hours second year and 300 hours third year.

2. Agricultural Business Occupations

a. Work experience on farm or ranch for two years, 100 hours first year and 200 hours second year, also work experience in a horticulture business the third year of 300 hours.

3. Horticulture

a. Laboratory experience in horticulture after class period for two years, 100 hours first year and 200 hours second year, also work experience in a horticulture business the third year of 300 hours.

VII. EMPLOYMENT OF TEACHERS FOR AGRICULTURAL EDUCATION

Teachers shall be employed on an eleven or twelve-month basis. Teachers on a twelve-month basis shall not have more than two weeks vacation. Two additional weeks of educational leave may be approved every other year. If an eleven or twelve-month teacher is away from the job more than four calendar weeks during the summer, the school will make arrangements for a substitute to take care of work experience programs and farming programs.

VIII. OFFICIAL TRAVEL OF AGRICULTURAL EDUCATION TEACHER

A. Reimbursement will be made, subject to availability of funds, on the following types of official travel of the Agricultural Education teacher:

1. Transportation costs in service area for: (service area interpreted as meaning the area from which schools enroll students)

   a. Surveying the needs of the service area for further development of the program.

   b. Visiting prospective students.

   c. Visiting farms and homes to advise on and evaluate supervised farming or ranching programs of students, or visiting agricultural businesses where work experience is given to students.

   d. Supervising activities of the Future Farmers of America in the service area.

   e. Other activities necessary in promoting and developing the Agricultural Education Program in the service area.

2. The following travel expenses of teachers of Agricultural Education are approved by the State Board for reimbursement, subject to availability of funds, in addition to those listed above:

   a. Attending district and State FFA meetings.

   b. Attending county and State fairs and shows.

   c. Attending district or State workshops or professional meetings on Agricultural Education, when called by the State Office of Agricultural Education.

   d. Any other travel for attending professional or other meetings or travel other than that mentioned above must have prior approval from the State Supervisor of Agricultural Education for reimbursement.

   e. No reimbursement will be made for out-of-state travel from State or Federal funds.

3. The local board may pay travel expenses of the Agricultural Education department of the school for other activities even though they will not be reimbursed.

IX. TEACHER EDUCATION IN AGRICULTURAL EDUCATION

A. Institution: New Mexico State University, University Park, New Mexico, is designated as the approved institution for the training of teachers of Agricultural Education. The State Board for Vocational Education maintains a cooperative agreement with New Mexico State University to provide the training of prospective and in-service teachers through approved courses.

B. Teacher Training: Personnel will be selected by New Mexico State University, in cooperation with the State Board for Vocational Education, who meet the qualifications as follows:

1. Qualifications

a. Technical Training

Shall hold a Bachelor of Science Degree in Agriculture or Agricultural Education from a recognized agricultural college or university that meets the standards for training teachers of Agricultural Education.

b. Professional Training

Shall hold a minimum of a Master's Degree in Agriculture or Agricultural Education.

c. Shall have at least two calendar years of farm experience after the age of 14 or preferably farm reared to age 16. Shall have three years experience as a teacher of Agricultural Education in an approved department; however, five years experience is recommended. Shall have at least three years experience as a supervising teacher or a member of a State supervisory staff or teacher-training staff.

C. Curriculum of Teacher-Training Institution: The curriculum for training teachers of Agricultural Education shall include a minimum of 54 semester hours of credit in technical agriculture, with not less than 12 hours in each of the four major fields of animal science, plant science, soil science, agricultural mechanics or agricultural engineering and agricultural economics, with six semester hours of electives in technical agriculture. Teachers training to teach Vocational Horticulture may substitute six hours of animal science or agricultural economics for plant science. The curriculum for training teachers of Agricultural Education shall also include not less that 18 semester hours of credit in Agricultural Education courses, which include courses in methods of agricultural instruction, directed teaching, and methods in farm mechanics instruction, and in addition, other subjects as specified by the law for certification of teachers in New Mexico. The curriculum shall also include

at least six weeks of directed teaching in an off-campus approved directed teaching center under the supervision of an Agricultural Education teacher who has had at least three or more years of experience teaching Agricultural Education.

D. Directed Teaching: New Mexico State University and the State Supervisor of Agricultural Education will cooperatively select directed teaching centers from New Mexico Agricultural Education Departments in high schools for the training of prospective teachers of Agricultural Education. Supervising teachers in these directed teaching departments must have had at least three years Agricultural Education teaching experience. Prospective teachers will spend six weeks off campus in observation and teaching in the directed teaching centers selected.

E. In-Service Training for Teachers: The teacher trainer of Agricultural Education, in cooperation with the State Supervisor of Agricultural Education, will cooperatively follow up Agricultural Education teachers who have started their first year of teaching.

F. Instructional Materials and Research: The teacher trainer of Agricultural Education, in cooperation with the State Supervisor of Agricultural Education, will help prepare teaching materials to be distributed to the Agricultural Education teachers. The teacher trainer, in cooperation with the State Supervisor, will cooperatively prepare and do research on the problems pertaining to Agricultural Education in New Mexico.

APPENDICES

APPENDIX A

INSTRUCTIONAL CODES AND TITLES

AGRICULTURE EDUCATION

01.000000	AGRICULTURE
01	Agricultural Production
0101	Animal Science
0102	Plant Science
0103	Farm Mechanics
0104	Farm Business Management
0199	Agricultural Production, Other
02	Agricultural Supplies/Services
0201	Agricultural Chemicals
0202	Feeds
0203	Seeds
0204	Fertilizers (Plant Food)
0299	Agricultural Supplies/Services, Other
03	Agricultural Mechanics
0301	Agricultural Power and Machinery
0302	Agricultural Structures and Conveniences
0303	Soil Management
0304	Water Management
0305	Agricultural Mechanics Skills
0306	Agricultural Construction and Maintenance
0307	Agricultural Electrification
0399	Agricultural Mechanics, Other
04	Agricultural Products
0401	Food Products
040102	Dairy Products
0402	Nonfood Products
0499	Agricultural Products, Other
05	Ornamental Horticulture (Production, Processing, Marketing, and Services)
0501	Arboriculture
0502	Floriculture
0503	Greenhouse Operation and Management
0504	Landscaping
0505	Nursery Operation and Management
0506	Turf Management
0599	Ornamental Horticulture, Other
06	Agricultural Resources (Conservation, Utilization, and Services)
0601	Forests
0602	Recreation
0603	Soil
0604	Wildlife (Including Game Farms and Hunting Areas)
0605	Water
0606	Air
0607	Fish (Including Farms and Hatcheries)
0608	Range
0699	Agricultural Resources, Other
07	Forestry (Production, Processing, Management, Marketing, and Services)
0701	Forests
0702	Forest Protection
0703	Logging (Harvesting and Transporting)
0704	Wood Utilization
0705	Recreation
0706	Special Products
0799	Forestry, Other
99	Agriculture, Other

APPENDIX B

EVALUATION RATING SCALE

The evaluation scale for the instrument provides a choice of eight rating categories. Each item is scored by using an appraisal based on accepted standards as they appear to the faculty, the administration and the visiting evaluators.

Definition of Scale:

5 Approved with Commendation - a mark of five indicates this item is performed or exists to the extent of going significantly beyond required standards. This reflects a consistantly high level of effectiveness.

4 Approved above Standards - a mark of four indicates this item is performed or exists to the extent of exceeding requirements of the minimum standards but may include some variability of quality. This reflects a generally high level of effectiveness.

3 Approved - a mark of three indicates this item is performed or exists to the extent of meeting minimum standards. It shows a generally accepted level of effectiveness.

2 Advised - a mark of two indicates this item is performed or exists in a questionable manner at the level of effectiveness sufficient to require action to improve the condition.

1 Conditional - a mark of one indicates this item is performed or exists to an extent so deficient that it needs to be corrected immediately.

0 Disapproved - a mark of zero indicates this item fails to qualify for any other classification and is unacceptable.

M A mark of M indicates this item is missing but is needed for an effective program.

NA A mark of NA indicates this item does not apply.

APPENDIX C

NEW MEXICO STATE DEPARTMENT OF EDUCATION

EVALUATION INSTRUMENT

_____ Vocational Agriculture
(grade level)

I. PHILOSOPHY AND OBJECTIVES

A. The underlying philosophy of the Vocational Agriculture program includes the following principles:

_____

_____

_____

_____

_____

_____

_____

_____

_____

B. Principal objectives of the Vocational Agriculture program are:

_____

_____

_____

_____

_____

_____

_____

_____

II. PROGRAM ORGANIZATION

A. Textbooks and supplemental materials

Textbooks and supplemental materials	Grade level	Subject	Copyright dates	Rating

Average rating this area: ____

B. Learning/Teaching Activities

1. Operation and Management of Program
Vocational Agriculture Teacher:

a. Has written plans for operation of the Vocational Agriculture program which includes philosophy and objectives. ____

b. Has an up-to-date course of study. ____

c. Prepares a departmental budget and list of equipment and supplies needed. ____

d. Meets regularly with school administration to discuss program. ____

e. Has a schedule for each week to carry out an effective program. ____

f. Prepares statistics and information on Vocational Agriculture. ____

g. Maintains and repairs department equipment. ____

h. Maintains an orderly filing system. ____

Rating

i. Punctual in submitting reports to the administration and the State Office. _____

j. Keeps shop, equipment, classroom and supplies in orderly fashion. _____

k. Cooperates with counselors and others in recruiting students. _____

l. Has an orderly procedure for operating and managing the Vocational Agriculture program. _____

m. Confers with Advisory Committee. _____

Average rating this area: _____

2. Instructional Program
Vocational Agriculture Teacher:

a. Has and uses lesson plans and instructional materials for each unit of instruction. _____

b. Reviews information and lesson plans before starting each unit and secures the necessary supplies and instructional materials to teach the unit. _____

c. Involves students in planning of lessons and in instructional program. _____

d. Organizes a classroom atmosphere which is efficient. _____

e. Uses an instructional system which is effective for good learning. _____

f. Uses resource people for more effective learning. _____

g. Utilizes the community resources for field trips and demonstrations as part of instructional program. _____

Average rating this area: _____

3. Agriculture Mechanics
Vocational Agriculture Teacher:

a. Arranges shop facilities into work areas for units of instruction. _____

b. Organizes agricultural mechanics program so that it will develop desirable and usable skills. _____

c. Has specific or planned projects for each year of agricultural mechanics. _____

Rating

d. Records accomplishments of students on charts or other visible means. _____

e. Includes all areas of agricultural mechanics. _____

f. Demonstrates the job or skill to be done and uses a job breakdown which can be posted over each work area. _____

g. Uses an organized shop management system which includes cleaning and storage of tools. _____

h. Stresses quality workmanship. _____

i. Arranges for challenging individual projects. _____

j. Has safety instruction and demonstration. _____

k. Keeps tools and equipment in repair. _____

l. Learns new skills and secures the necessary information to teach skills. _____

m. Uses resource people in instructional program. _____

Average rating this area: _____

4. Supervised Agriculture Experience Programs
Vocational Agriculture Teacher:

a. Discusses with students the possibility for profit on a variety of enterprises. _____

b. Cooperatively determines farming program or work experience goals for individual students. _____

c. Assists in making arrangements for securing enterprises. _____

d. Assists in making arrangements for securing finances. _____

e. Feels a personal responsibility for every boy in class. _____

f. Has excellent relationship with parents. _____

g. Averages four or more visits per student per year. _____

h. Formulates goals for average number of units and net income per student. _____

i. Uses older students' farming programs and work experience to motivate beginning students. _____

k. Has farming program tours. _____

Rating

l. Promotes school, county and community shows. _____

m. Develops a work experience program for boys who do not have farming facilities. _____

n. Provides instruction in farm accounts with typical farming programs used for practice. _____

o. Checks farm accounts when on farm visit to see that they are kept up to date. _____

Average rating this area: _____

5. Future Farmers of America

a. Vocational Agriculture Teacher:

(1) Believes in the Future Farmers of America, its leadership potentialities, and uses it effectively to instill competitive spirit in his students. _____

(2) Gives students responsibility for operation of the FFA. _____

(3) Provides continuous leadership training for all members. _____

(4) Uses the FFA to motivate the total Vocational Agriculture program. _____

(5) Keeps members informed of available awards and scholarships. _____

(6) Motivates students to develop pride in the FFA organization. _____

b. The FFA Chapter:

(1) Plans and carries out a program of activities which gives responsibility to every member. _____

(2) Board of Directors meets regularly to plan effective meetings. _____

(3) Plans and carries out impressive ceremonies for all degrees and installations. _____

(4) Submits one or more Foundation Agricultural Proficiency Award applications per year. _____

(5) Receives a Superior Chapter rating. _____

(6) Participates in local, district, State and national activities. _____

Rating

(7) Meets all FFA report deadlines. ____

Average rating this area: ____

6. Summer Activities
Vocational Agriculture Teacher:

a. Outlines program for the summer and submits to the administration. ____

b. Keeps a diary of activities of each week and keeps administration informed of activities. ____

c. Makes at least two visits to each student during summer. ____

d. Makes at least two visits to prospective students during summer. ____

e. Secures and prepares instructional material. ____

f. Secures supplies and equipment. ____

g. Arranges for repair and improvement of facilities. ____

h. Learns new skills and abilities and keeps up to date. ____

i. Observes other Vocational Agriculture programs in the area for new ideas. ____

Average rating this area: ____

C. Equipment and Materials

1. Equipment meets or exceeds standards set up for Vocational Agriculture. ____

2. Has supplies and materials to give adequate instruction in all phases of Vocational Agriculture. ____

Average rating this area: ____

D. Classroom and Facilities

1. Classroom and storage meets or exceeds the standards for Vocational Agriculture. ____

2. Shop space meets or exceeds the standards for Vocational Agriculture. ____

3. Storage and clean up facilities meet or exceed the standards for Vocational Agriculture. ____

Average rating this area: ____

E. Evaluation

Vocational Agriculture Teacher: Rating

1. The teacher maintains records of pupil progress. _____
2. Objective techniques are used to evaluate the work of the pupils. _____
3. Pupil aptitude and abilities are considered in evaluations. _____
4. Evaluation is an integral part of the instructional program. _____
5. Records of progress are kept for each individual student and are used as a basis for guidance and placement, job assignments and grading. _____
6. Follow-up records of graduates are available. _____
7. Follow-up data of graduates is used to make necessary revisions in the program. _____
8. Advisory committees are consulted for purposes of evaluating and improving the program. _____
9. Administrative, supervisory and instructional staffs periodically meet to examine and discuss the total Vocational Agriculture program. _____
10. Recommendations from previous evaluations have been implemented. _____

Average rating this area: _____

F. Public Relations

Vocational Agriculture Teacher:

1. Realizes that the most effective public relations is an effective teaching program. _____
2. Keeps parents and school administration informed. _____
3. Cooperates with other agricultural organizations. _____
4. Participates in community programs. _____
5. Cooperates and works with school and faculty on activities. _____
6. Motivates students to have pride in their school and community. _____
7. Submits information to school administration concerning program. _____

Rating

8. Publishes news stories, arranges for radio and television programs. _____

9. Has a tour of farming programs for community and students. _____

10. Uses an agricultural advisory committee. _____

11. Has high professional ethics. _____

12. Has a parent and son banquet. _____

13. Uses resource people to assist in program. _____

14. Uses local teachers to assist in judging FFA Chapter activities and members awards _____

Average rating this area: _____

III. CURRICULUM PLANNING AND DEVELOPMENT

A. Vocational Agriculture Teacher:

1. Surveys needs of area for planning changes or expansion of curriculum. _____

2. Uses advisory committee in curriculum planning and development. _____

3. Meets with school administration on curriculum changes or expansion. _____

4. Informs community on possible curriculum changes or expansion. _____

Average rating this area: _____

IV. PROFESSIONAL IMPROVEMENT

A. Vocational Agriculture Teacher:

1. Keeps up to date on technical agriculture. _____

2. Has or is pursuing a Master's Degree. _____

3. Observes other Vocational Agriculture programs for new teaching procedures. _____

4. Attends in-service training sessions. _____

5. Participates in professional organizations. _____

Rating

6. Participates with other agriculture teachers and agencies to improve agriculture. _____

Average rating this area: _____

V. SELF-EVALUATOR'S COMMENTS (List Comments by Area)

POLICIES

AND

PROCEDURES

FOR

DISTRIBUTIVE EDUCATION

IN

NEW MEXICO

1970

STATE DEPARTMENT OF EDUCATION
EDUCATION BUILDING
SANTA FE, NEW MEXICO

POLICIES AND PROCEDURES FOR THE OPERATION

OF

VOCATIONAL DISTRIBUTIVE EDUCATION PROGRAMS

TABLE OF CONTENTS

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DISTRIBUTIVE EDUCATION PROGRAMS

I. PHILOSOPHY OF DISTRIBUTIVE EDUCATION

From acceptance of business education at the turn of the century as a phase of public education, its reason for being has extended to include Distributive Education, as a phase of curriculum in most comprehensive schools. Distributive Education may be identified as an area of study that teaches free enterprise and prepares individuals for the business aspects of family living, as well as for earning a living in business.

The curriculum of Distributive Education prepares individuals for all levels of employment and responsibility in distributive occupations or functions by providing instruction in marketing, merchandising, and management for those preparing for or engaged in retailing, wholesaling, and service businesses, or activities.

For many students who seek early employment, education for Distributive Education is an exploration to assess personal attributes with the demands of distributive pursuits. For those students who have chosen an appropriate occupational goal in Distributive Education work, it is a skilled and technical preparation required to enter upon and advance in a career via business or higher education.

II. STATEMENT OF OBJECTIVES

A. Distributive Education in New Mexico can be either a program of Vocational or Technical education in the field of marketing, merchandising, or management. It is composed of high school preparatory and cooperative programs, post-secondary programs, and adult education programs. It prepares people for distributive occupations or those occupations followed by proprietors, managers, or employees engaged primarily in the marketing or merchandising of goods and services. Such occupations are found in various business establishments including retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing.

B. New Mexico Distributive Education teachers and coordinators must work with objectives which will explicitly formulate the ways in which the students will be expected to change using the educational processes; that is, the ways in which they will change in their thinking, their feelings, and their actions. It is important that the major objectives of the Distributive Education Program be clearly identified, if time and effort are to be used effectively. In developing personal objectives the following checklist may be helpful:

1. What is the present level of the Distributive Education students?

2. What are the needs of your Distributive Education students?

3. What are the interests of your Distributive Education students?

4. What activities will the Distributive Education students be expected to perform on the job?

5. What problems will your Distributive Education students likely encounter in their employment?

6. What opportunities will your Distributive Education students have for service and self-realization in their training stations?

7. What types of learning can arise from the Distributive Education Program?

C. The following are those objectives suggested for statewide use in developing and continuing a Distributive Education Program at the high school, post-high school, or adult education level:

1. <u>GENERAL</u>

a. Increase the educational level and occupational deficiency of distributive courses through planned training.

b. To familiarize the distributive workers with needs and wants of customers.

c. Through a knowledge of merchandise, be able to satisfy the needs of customers.

d. To offer training and provide background for modern business methods and skills in the distributive field.

e. To satisfy the local labor market in the distributive field with as highly skilled workers as possible.

2. <u>SPECIFIC</u>

a. To treat each student as an individual and to place them where their particular talents can be utilized to the fullest.

b. Prove the value of the distributive field and its importance to our economy.

c. To show how important and interesting the distributive field can be for providing a livelihood.

d. To procure the greatest amount of past information possible about the students and put it to use in the most advantageous manner on their behalf.

e. To collect all of the available up-to-date material possible and have it available for the students' immediate disposal in relationship to their position.

f. To provide adequate counseling for the students and to be available for this purpose at all times.

g. To favorably cement relationships between the schools and community as much as in the power of the coordinator and to show the importance of the relationship of one to another.

h. To have classroom materials in use which will correlate directly with on-the-job practices.

i. To keep a folder and information file at all times on the students, with each folder being treated individually.

j. To conduct a follow-up study and record on the student's whereabouts after high school termination.

k. To help in forming acceptable behavior patterns in the community.

l. Give every student a basis for leadership development and a foundation in decision making.

m. Serve as liaison for the student, school, and merchant in a manner satisfactory to all concerned.

n. Continuously and periodically, formally, and informally, carry on a continuous evaluation of the program.

o. Avail the coordinator's services at all times for a reasonable and just cause.

p. To conform to the national and state pattern of a Distributive Education Program.

q. To plan and implement a pure distributive program accepting only those standards and conditions truly in the interest of distribution.

r. To provide, as an integral part of the curriculum, for a vocational youth organization serving the Distributive Education Program.

III. ADMINISTRATION

A. State Administration: The State Board, through the Director of Vocational Education, and State Supervisory Staff, is responsible for:

1. Leadership and direction of the Distributive Education Program in the State.

2. Periodic program reviews to see that Federal funds and matching local funds are spent in accordance with the State Plan, and that Federal funds do not supplant any State or local funds, and to check that education is of high quality and is suited to the needs and abilities of the students. (See Evaluation Rating Scale, Appendix B, and Evaluation Instrument, Appendix C.)

3. Planning, preparing, and distributing instructional material.

4. Reimbursing Distributive Education Programs, subject to availability of funds which meet the requirements of the State Plan and Policies and Procedures.

5. Services to local schools

   a. Assist in surveying and planning for new Distributive Education departments.

   b. Assist with instructional problems in Distributive Education.

   c. Assist in planning and preparing instructional material.

   d. Assist in improving program of Distributive Education.

   e. Assist in evaluation of Distributive Education Program.

   f. Assist in securing qualified Distributive Education teachers.

   g. Assist in improving local programs of DECA.

   h. Assist in planning new facilities.

6. Evaluation of Distributive Education Program.

7. Appointment of State Advisory Committee and/or Consultative Committees for Distributive Education Programs.

8. Approval of Distributive Education Programs in local schools when they meet the requirements of an approved program and enter into a contract with the State Department of Education, Division of Vocational Education, and Distributive Education.

9. Planning and promoting the New Mexico Distributive Education Clubs of America (DECA) Incorporated as an Association under the laws of New Mexico.

10. Planning and conducting in-service training for Distributive Education teachers and teacher-coordinators.

11. Making reports as requested by the State Board and the U. S. Office of Education.

12. Planning and conducting State Leadership Conferences and Officer Workshops for DECA.

13. Planning and promoting teacher training programs in Distributive Education in cooperation with teacher training institutions.

14. Establishing standards for Distributive Education Programs, facilities, classrooms, program enrollments, equipment, and supplies.

B. Local Administration

1. The local board of education has the authority to determine whether Distributive Education Programs will be offered in the local school and will make application to the State Board through the State Supervisor of Distributive Education for a program. The local board will determine policies for the operation and maintenance of a Distributive Education Program upon recommendations of the Distributive Education teacher, principal, and superintendent in conformity with the State Plan, policies, and regulations. The local board will provide funds for salary and travel of Distributive Education teacher, buildings, equipment, supplies, and reference materials.

2. The employment of teachers of Distributive Education is the responsibility of the local board of education. The local board shall check with the State Supervisor in selecting a qualified Distributive Education teacher to be employed as outlined in the Policies and Procedures.

3. The local board and administration will request such plans and reports from the Distributive Education teacher as necessary to keep informed on the operation of the Distributive Education Program.

4. The local board, through the local administrators and Distributive Education personnel, is responsible for meeting program qualifications and all parts of the State Plan and Policies and Procedures for Distributive Education.

5. Promoting, planning, and supervising the local DECA Chapter and activities.

6. Preparing reports and submitting to the local board and the State Office of Distributive Education.

7. Selecting a local advisory committee to make recommendations to the Distributive Education personnel, the local administration, and local board for improvement of the Distributive Education Program in that community.

IV. INSTRUCTIONAL PROGRAMS

A. High School: A Distributive Education Program in the State of New Mexico at the high school level will fall within the following guidelines:

1. Distributive Education I - Preparatory

a. 10th or 11th grades only.

b. Introductory course only. Training stations or work experience not required.

c. Class meets one period or its equivalent each day for 9 months.

d. Students in school full time.

e. Minimum of 15 students per class and a maximum of 25 students per class.

f. One unit of high school credit.

g. May be active members of local, state, and national DECA.

h. Must be in conjunction with a cooperative program.

(1) Distributive Education I - Preparatory: A basic course of study which may, upon receipt of special provision, use the project method and will prepare students for eventual employment in marketing, merchandising, or management positions. The class is a one credit elective course in which the students are introduced to the world of work. This class may serve as a required prerequisite to Distributive Education I - Cooperative, or Distributive Education II - Cooperative.

2. Distributive Education I - Cooperative

a. 11th or 12th grade.

b. Training stations required for each student enrolled.

c. Class meets one period or its equivalent each day for 9 months.

d. Half of each day at school; remainder at training station.

e. Minimum of 15 students per class with a maximum of 25 per class. Total enrollment not to exceed 60 per full-time coordinator and 40 per part-time coordinator.

f. Two or three units of credit for school, training station, and participation in DECA youth organization.

g. Fifteen hours of weekly minimum work experience.

h. Total Distributive Education student involvement in school and on the job not to exceed 40 hours per week.

i. Should be active members of local, State, and national DECA.

(1) Distributive Education I - Cooperative: This course may also be the first exposure that the student has been offered, may also be the second year offering of a four year curriculum and might be classified as Distributive Education III - Cooperative (see program chart). In this course, the student attends classes, including the one hour Distributive Education course, for half a day, and then reports to his training station for the other half day. In this Distributive Education Program, the student will have correlated learning experience at the training station and will work a minimum of fifteen (15) hours per week. Students will receive either two or three credits for completion of this course depending upon local policy, but shall not be less than two credits.

3. Distributive Education II - Cooperative

a. 12th grade.

b. Training stations required for each student enrolled.

c. Class meets one period or its equivalent each day for 9 months.

d. Half of each day at school; remainder at training station.

e. Minimum of 15 students per class with a maximum of 25 per class. Total enrollment not to exceed 60 per full-time coordinator and 40 per part-time coordinator.

f. Two or three units of credit for school, training station, and participation in DECA youth organization.

g. Fifteen hours of weekly minimum work experience.

h. Total Distributive Education student involvement in school and on the job, not to exceed 40 hours per week.

i. Should be active members of local, State, and national DECA.

(1) Distributive Education II - Cooperative: This course might be offered completely by itself as a single year offering, but in all cases it must be cooperative. Distributive Education II - Cooperative may also be offered as the second course in a two-year Distributive Education Program, as the third course in a three-year program or the fourth offering of a four-year

program and might be classified as Distributive Education IV - Cooperative (see program chart). This course is considered to be the advanced course usually requiring the successful completion of one or more prerequisite courses depending upon local policy. Here the student progresses to more advanced learning in the classroom and on the job in preparation for full-time employment. Classroom instruction will typically follow the independent or individual study method. Students will receive either two or three credits for completion of this course, depending upon local policy, but shall not be less than two credits.

4. Expanded Programs: Distributive Education offerings at the high school level could be expanded to include the ninth grade student and would allow a four-year program for that student. Offerings could begin at the 10th, 11th, or 12th grades allowing a student to enter the program at any level. Expanded programs of this nature must be in conjunction with a cooperative program (see program chart).

5. Post-Secondary: In New Mexico a Distributive Education post-secondary program may be offered by a Junior College, a Technical-Vocational Institute, an Area Vocational School, or a Degree Institution under certain conditions. The term applied to most post-secondary programs will be "Mid-Management" with specific courses of study such as management, petroleum marketing, tourist industry, service people, advertising specialists, food merchandising, and many others.

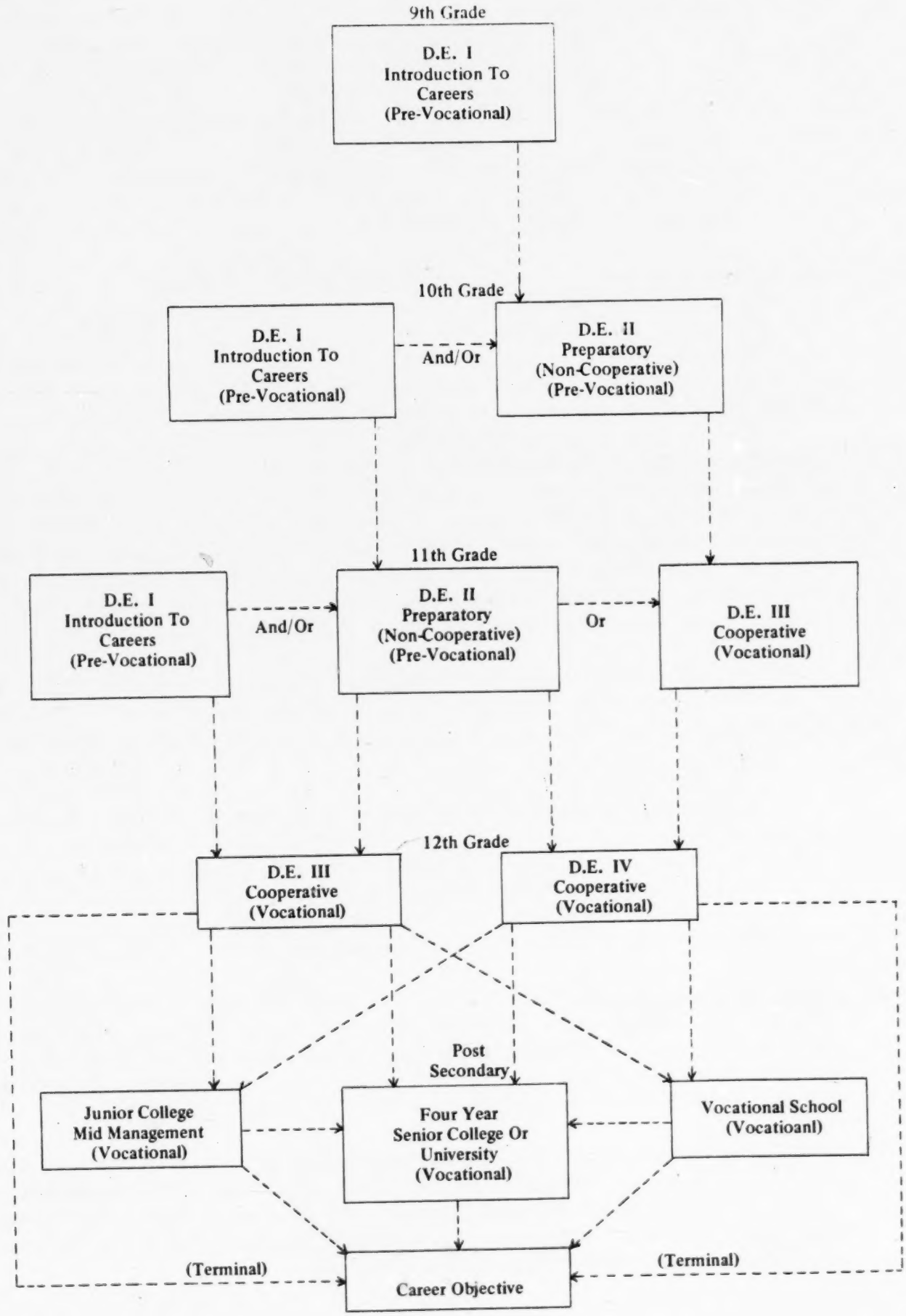
   a. Mid-Management program will vary in length from a few weeks up to two full years of training at which time the student may be awarded a special certificate of completion and proficiency or an associate degree.

   b. The program, depending upon its intent, may or may not involve the use of training stations with individual coordination by the Distributive Education Mid-Management coordinator. All post-secondary programs will be developed through the use of a local Steering Committee and will continue a close relationship with an officially appointed advisory committee after it is once begun.

6. Adult Education: In New Mexico the need for adult education in merchandising, marketing, sales, and other related areas will be determined for each community by agreement between the State Supervisor of Distributive Education, the local school administration, and the local Distributive Education teachers or coordinators.

   Adult Distributive Education Programs may be offered through the high school as well as through institutions offering Mid-Management programs and will be developed through the use of a local Steering Committee and will continue a close relationship with an officially appointed committee after it is once begun.

DISTRIBUTIVE EDUCATION



V. PROGRAM QUALIFICATIONS

A. The following items are those specifically mentioned things which the Division of Vocational Education, Distributive Education Section of the New Mexico State Department of Education will specifically look for annually in approving all programs offered in the area of Distributive Education.

1. Instructors of preparatory classes shall be employed on a minimum 9¼-month contract, one week of which shall be in attendance at the Vocational Education Conference. Instructors of cooperative programs shall be employed on a minimum 10-month contract, one week of which shall be in attendance at the Vocational Education Conference.

2. Full-time teacher coordinators shall be released a minimum of one period for each cooperative class taught for coordinating and supervising students in the training station, in addition to the planning period. Part-time teacher-coordinators shall be released a minimum of 2 periods for coordinating and supervision in addition to the planned period. Released time shall be scheduled for effective coordination and supervision For released coordinating and supervision time, full-time teacher-coordinators shall be so identified as teaching a maximum of three cooperative classes with no other teaching duties. Part-time teacher-coordinators shall be so identified as teaching at least one cooperative class in addition to teaching non-cooperative Distributive Education classes and/or other classes. Care shall be taken concerning recommended class loads. (Identification of teacher-coordinators shall not be confused with identification of full-time or part-time programs.)

3. Any approved Distributive Education Program shall be a preparatory in conjunction with a cooperative program or should be a cooperative program. Special cooperative "project" programs can be offered with permission of the State Supervisor of Distributive Education

4. The Distributive Education teacher and teacher-coordinator must be allowed and encouraged to attend all professional meetings called by the State Office and the State Supervisor of Distributive Education.

5. Provisions for testing, counseling, and guidance shall be available to students previously enrolled and while enrolled in the Distributive Education Program.

6. The Distributive Education coordinator shall have each Distributive Education cooperative student gainfully employed in an acceptable training station a minimum of 15 hours per week under direct supervision.

7. Classroom should be so designed and equipped to create Distributive Education and business atmosphere.

8. All persons employed as Distributive Education teachers or teacher-coordinators shall meet minimum qualifications, as established by the New Mexico State Board of Education. Any deficiencies shall be removed at the minimum stated rate before additional one-year vocational endorsements can be granted by the State Supervisor of Distributive Education.

9. The Distributive Education teacher and/or teacher-coordinator shall have the duty of supervising the local Chapter of DECA (Distributive Education Clubs of America) and shall encourage local, State, and national membership in such.

10. The Distributive Education teacher or teacher-coordinator shall organize and work closely with a local advisory committee specifically for the Distributive Education Program.

11. The Distributive Education coordinator should help develop programs and classes needed by the local community and the school system should offer those as adult education courses.

VI. QUALIFICATIONS OF TEACHERS

A. Secondary

1. Distributive Education Teacher

a. Shall have a Bachelor's Degree from a recognized college or university with a major in Distributive Education, Business Administration, Marketing or Economics, or some related phase of vocational education.

b. Shall have a minimum of 18 semester hours of technical courses. For example: Retailing, Salesmanship, Marketing, Advertising, Display, or other Distributive Education subjects.

c. Shall have a minimum of three semester hours of professional Distributive Education courses such as Organization and Administration of Cooperative Programs, Coordination Techniques, or other approved courses.

d. Shall have 2,000 hours (1 year) of work experience in a distributive occupation which shall be approved by the State Supervisor of Distributive Education. This work experience may have been continuous or at different times.

e. Any Distributive Education teacher having shortages in any of the above items must remove semester hour shortages at a minimum rate of three semester hours per year and/or 400 work experience hours per year.

f. One year temporary vocational endorsement may be recommended until all shortages have been removed.

2. Distributive Education Teacher-Coordinator

a. Shall have a Bachelor's Degree from a recognized college or university with a major in Distributive Education, Business Administration, Marketing, or Economics, or some related phase of vocational education

b. Shall have a minimum of 18 semester hours of technical courses (same as listed in 1-b)

c. Shall have a minimum of six semester hours of professional Distributive Education courses (same as listed in 1-c).

d. Shall have 3,000 hours (1½ years) of work experience in a distributive occupation which shall be approved by the State Supervisor of Distributive Education.

e. Any Distributive Education teacher having shortages in any of the above items must remove semester hours shortages at a minimum rate of three semester hours per year and/or 400 work experience hours per year.

f. One year temporary vocational endorsement may be recommended until all shortages have been removed.

B. Post-Secondary

1. Mid-Management Instructor

a. Shall have, as minimum qualifications, all items listed for vocational certification as a secondary Distributive Education teacher.

b. A Master's Degree with previous secondary Distributive Education teaching will be desirable.

2. Mid-Management Coordinator

a. Shall have, as minimum qualifications, all items listed for vocational certification as a secondary Distributive Education teacher-coordinator.

b. A Master's Degree with previous Distributive Education teacher-coordinator experience will be desirable.

3. Adult Instructor

a. Shall have an adequate background of education to carry out, under supervision, the specific adult Distributive Education class or program being staffed

b. Shall have had five years of recent and successful work experience in the distributive field in which the training is to be offered and/or be recognized for his expertise in the field, as determined by the State Board of Education.

All applications for vocational endorsements in Distributive Education must be by completion of Form DE-10 (See Appendix D) in duplicate and must be sent to the State Supervisor of Distributive Education along with copies of college transcripts before such time as the endorsement is to take effect for the beginning of any reimbursed course or Distributive Education Program.

VII. SPECIAL COOPERATIVE "PROJECT" PROGRAMS

A relatively new program allowing the small or rural high school to offer training in Distributive Education can be offered with permission of the State Supervisor of Distributive Education.

In communities where training stations are not sufficient to support a regular Distributive Education cooperative program, special cooperative "project" programs can be highly successful by rotating students at available training stations allowing flexible scheduling to permit students to train in a nearby town or city for a few or several days at a time, during special seasons, weekends, evenings, etc. In-school projects offering a complete cycle of simulated store operation such as display construction, advertising and ad layouts, personal selling, store management, cash register operation, and proper stock keeping would be included. General school projects associated with distributive experience, group projects, field trips, and active participation in local, State, and national DECA would also be included as part of a Special Cooperative "Project" Program.

VIII. OFFICIAL TRAVEL OF DISTRIBUTIVE EDUCATION TEACHERS

Official travel designation and local funding shall rest with the local school board, but shall include the travel necessary for proper supervision of students at their training station and coordinating the Distributive Education Program between the school and business community.

IX. TEACHER EDUCATION IN DISTRIBUTIVE EDUCATION

The teacher training shall be handled by an institution offering Bachelor's and Master's Degrees with an emphasis in Distributive Education and shall be under contract with the Distributive Education section to provide such teacher education. This institution shall also be agreeable to offer certain vocational professional courses off campus in regional designated regions of the State of New Mexico, thereby enabling employed Distributive Education teachers and teacher-coordinators to certify or recertify for the required vocational endorsements to their regular New Mexico Secondary Teaching Certificate.

The Business Education Department of Eastern New Mexico University in Portales is designated as the official Distributive Education teacher

training institution offering a Bachelor's and Master's Degree in Distributive Education. Also, off-campus graduate level courses are being offered as needed in the regional areas of the State.

Other New Mexico institutions of higher learning may offer courses to be used in acquiring the required vocational endorsement in Distributive Education if such courses have fulfilled the stated requirements of being applied for approval to the State Director of Vocational Education and have been, thusly, approved.

Any person graduated from the approved teacher-education institution for Distributive Education shall qualify for vocational endorsement in Distributive Education. All other people wishing to become certified as a Distributive Education teacher or teacher-coordinator must apply directly to the State Supervisor of Distributive Education completing a Form DE-10 (See Appendix D) available from the State Supervisor's office.

In-service education in Distributive Education for those people employed as teacher and teacher-coordinator shall consist primarily of a once-a-year service to be conducted during the summer months or early in the fall after each school year has begun. This vocational education workshop shall be called by the Department of Education, Vocational Education Division, and the State Supervisor of Distributive Education and shall be attended by all persons designated as Distributive Education teachers or teacher-coordinators with mileage and per diem to be paid directly to the individual(s) attending this annual workshop.

In addition, the State Supervisor of Distributive Education and/or the Distributive Education teacher-educator shall visit each Distributive Education Program and will, at that time, work individually with the local Distributive Education person in using up-to-date methods and materials and completing local program evaluations as required by the State Plan for Vocational Education (1970 Revised).

When possible, Distributive Education personnel from regions within the State will be called together for short workshops as the need arises. Specific attention, by the State Supervisor of Distributive Education, will be given to using as few teaching days as possible in conducting Distributive Education in-service programs.

X. DECA YOUTH ORGANIZATION - WHAT IT IS - WHAT IT DOES

The Distributive Education Clubs of America, otherwise known as DECA, is an organization whose program of leadership and development is designed specifically for students enrolled in Distributive Education. Distributive Education is a program of instruction which teaches marketing, merchandising, and management.

Any student enrolled in any Distributive Education instructional program in the nation is eligible for membership in his local DECA chapter, his state DECA organization, and national DECA. Each chapter elects its own student

officers and the Distributive Education teacher-coordinator serves as the chapter advisor. All chapters within a state comprise a state association of DECA, which is under the leadership of the State DECA advisor. Each such unit elects student officers as leaders for that particular group. National DECA is composed of state associations. Student delegates elected by each state in turn elect their own national officers. DECA Inc., the legal sponsoring unit of this national youth movement, elects a Board of Directors which is the policy-making group of DECA.

DECA is a non-profit, non-political, non-sectarian, youth organization. All chapters are self-supporting, with members paying local, State, and national dues.

Distributive Education students have common objectives and interests. Each is studying for a specific career objective in marketing and distribution. Club activities have a powerful psychological effect upon the attitudes of students and for many, DECA is the only opportunity which they have to participate in social activities of the school and to develop knowledge of the responsibilities of citizenship.

DECA chapters are to Distributive Education class members what a civic or professional organization is to a group of businessmen. Chapter activities are recognized as a part of the total educational program because of their development of leadership ability, professional attitudes, better citizenship characteristics, and social growth of the individual. DECA chapter activities are always centered in the school. These chapter activities serve the teacher-coordinator as a teaching tool by creating interest in all phases of marketing and distribution study.

The DECA chapter is the showcase for student achievement and progress. Through its activities, students with an interest in marketing and distribution are attracted to the Distributive Education Program. No set pattern of operation is prescribed for any local chapter, however, the majority plan activities which include social, civic, professional, and benevolent activities and adopt projects which provide for school and community betterment.

DECA activities teach DECA members to serve as leaders and followers. This organization gives them an opportunity for district, State, and national recognition which they would not have otherwise.

The official name of the organization in New Mexico is "New Mexico Distributive Education Clubs of America" or New Mexico DECA. Each chartered DECA chapter in New Mexico shall be so recognized as a chapter of this organization and shall have all the rights and privileges offered under the State Constitution for New Mexico DECA.

The overall administration shall be composed of the Board of Governors which shall be responsible for the general administration of the New Mexico Distributive Education Clubs of America.

The State of New Mexico is divided into appropropriate districts to meet the needs of the members of New Mexico DECA which allow for officer workshops and leadership conferences.

An annual state leadership conference is held, usually in March of each year, for the purpose of leadership development, state officer elections, and competitive events for members of New Mexico DECA.

Following the state leadership conference, the selected outstanding members of the New Mexico Association of DECA are allowed to attend and participate during the annual national leadership conference.

APPENDICES

APPENDIX A

INSTRUCTIONAL CODES AND TITLES

DISTRIBUTIVE EDUCATION

04.000000	DISTRIBUTIVE EDUCATION
01	Advertising Services
02	Apparel and Accessories
03	Automotive
04	Finance and Credit
05	Floristry
06	Food Distribution
07	Food Services
08	General Merchandise
09	Hardware, Building Materials, Farm and Garden Supplies and Equipment
10	Home Furnishings
11	Hotel and Lodging
12	Industrial Marketing
13	Insurance
14	International Trade
15	Personal Services
16	Petroleum
17	Real Estate
18	Recreation and Tourism
19	Transportation
20	Retail Trade, Other
31	Wholesale Trade, Other
99	Distributive Education, Other

APPENDIX B

EVALUATION RATING SCALE

The evaluation scale for the instrument provides a choice of eight rating categories. Each item is scored by using an appraisal based on accepted standards as they appear to the faculty, the administration and the visiting evaluators.

Definition of Scale:

5 Approved with Commendation - A mark of five indicates this item is performed or exists to the extent of going significantly beyond required standards. This reflects a consistantly high level of effectiveness.

4 Approved above Standards - a mark of four indicates this item is performed or exists to the extent of exceeding requirements of the minimum standards but may include some variability of quality. This reflects a generally high level of effectiveness.

3 Approved - a mark of three indicates this item is performed or exists to the extent of meeting minimum standards. It shows a generally accepted level of effectiveness.

2 Advised - a mark of two indicates this item is performed or exists in a questionable manner at the level of effectiveness sufficient to require action to improve the condition.

1 Conditional - a mark of one indicates this item is performed or exists to an extent so deficient that it needs to be corrected immediately.

0 Disapproved - a mark of zero indicates this item fails to qualify for any other classification and is unacceptable.

M A mark of M indicates this item is missing but is needed for an effective program.

NA A mark of NA indicates this item does not apply.

APPENDIX C

NEW MEXICO STATE DEPARTMENT OF EDUCATION

EVALUATION INSTRUMENT

_____
(grade level) Vocational Distributive Education

To be used by Secondary, Post-Secondary, and Adult where applicable. Additional comments may be made at the end of this instrument.

I. PHILOSOPHY AND OBJECTIVES

A. The underlying philosophy of the Vocational Distributive Education program includes the following principles:

_____

_____

_____

_____

_____

_____

_____

_____

_____

B. Principal objectives of the Vocational Distributive Education program may be stated below:

_____

_____

_____

_____

_____

_____

_____

_____

_____

II. PROGRAM ORGANIZATION

A. Textbooks and supplemental materials

Textbooks and supplemental materials	Grade level	Subject	Copyright dates

B. Learning-teaching activities

1. The instruction contributes to the general objectives of the Distributive Education Program _____

2. Continuous surveys are made of the available jobs in the community and instruction and placement is related to such. _____

3. Surveys made of present students relative to their vocational needs, interests, and abilities, are used to aid in improving the instruction _____

4. Follow-up surveys made of graduated students are used to improve the instruction given _____

5. There is evidence that an understanding of the principles for effective work in the marketing and distribution area is developed and opportunities are provided for the applications of these. _____

6. Students are given an appreciation of work, attitudes, and related areas before and during their school year and time of employment _____

7. Instruction develops techniques in the areas of job application, salesmanship, advertising, personality development, display, marketing, business math, and other closely related areas _____

8. Knowledge, skills, concepts, and attitudes which will enable the students to use sound judgment in making personal and business decisions are developed _____

9. The instructor aids the students in understanding the basics of business ownership, management, and procedures _____

10. The Distributive Education Program provides the opportunity for enrichment by making it possible for the students to participate in the Distributive Education Clubs of America which is the only youth organization devoted strictly for youth planning to enter the fields of marketing and distribution. Also, other school connected extra-curricular activities must be considered _____

11. Effective work habits are developed. _____

12. Instruction develops an appreciation of proper dress, health, and other habits. _____

13. The planning and preparation for the instruction is adequate. _____

14. The instruction is adapted to the individual differences of the students. _____

15. The teaching is effective as determined by the evaluator. _____

16. Employers, other successful businessmen, and former students are invited into the classroom to give talks and presentations to those presently enrolled in the Distributive Education Program. _____

17. The school provides the Distributive Education Coordinator with sufficient released time for the necessary coordination. _____

18. The Distributive Education Coordinator reports weekly on his/her previous week's coordination activities and visitations. _____

19. Coordination time is used for coordination. _____

20. The Distributive Education Coordinator visits the students' training stations regularly. _____

21. In visitations, the Distributive Education Coordinator works with the employer or supervisor to develop certain and definite training areas for the Distributive Education student. _____

22. The Distributive Education Coordinator works closely with the employer or supervisor to learn about each student's on-the-job development and progress _____

23. The Distributive Education Coordinator observes the Distributive Education student on the job. ____

24. The school administrators see and feel the need for an on-going DECA Chapter directly connected with the instructional Distributive Education Program. ____

25. The classroom instruction encourages every student to become a member of the local DECA Chapter while they are enrolled in the Distributive Education Program. ____

26. One of the main functions of the local DECA Chapter is to develop leadership in each of the Distributive Education students. ____

27. A calendar of DECA activities is developed and made available to those who wish a copy of it showing the planned activities of each school year. ____

28. The school administration recognizes the importance of the local DECA Chapter. ____

29. The local DECA Chapter is allowed and encouraged to attend the district, state, and national conferences set up and arranged by the DECA Associations. ____

30. All students attending DECA conferences attend because of some function in which they are to participate. ____

31. Teacher preparation for the class work and coordination is evident. ____

32. The business community appreciates and understands the Distributive Education Program. ____

33. The parents of eligible students are oriented annually about the Distributive Education Program. ____

34. Individual students desiring such are counseled by the Distributive Education Coordinator and/or guidance counselor about his qualifications for and his interest in the Distributive Education Program. ____

35. The teaching staff, high school principal, and guidance department cooperate in offering guidance to students interested in enrolling in the Distributive Education Program. ____

36. The placement office, guidance department, and employment security commission, along with the Distributive Education Coordinator, are helpful in securing good training stations before, during, and after students have completed the Distributive Education Program. _____

37. The Distributive Education Coordinator is effective in serving as a counselor directly to those students enrolled in the Distributive Education Program. _____

C. Equipment and materials

1. Students are taught the care and use of equipment and facilities normally found in a wholesale, retail, or service establishment. _____

2. The available textbooks are appropriate for the subject matter that is to be covered during the school year _____

3. The textbooks are current in relation to the classroom instruction being given or planned _____

4. The recommendation before final selection of the textbooks to be purchased and used is made by the Distributive Education Coordinator(s). _____

5. Current or up-to-date reference materials are accessible to the students in the Distributive Education classroom and in the school library _____

6. A teacher's file of supplementary materials is maintained. _____

7. Up-to-date business, marketing, and other trade publications are available and organized for use in the Distributive Education classroom. _____

8. Enrichment resources and equipment from the local businesses in the community are available for use. _____

9. Recent issues of newspapers and periodicals concerning the marketing and distribution areas are available _____

10. An over-head projector, 16mm sound projector, and 35mm slide projector are permanently placed in the Distributive Education unit. _____

11. A spirit fluid duplicator is available for use by the Distributive Education Program _____

12. A minimum of two standard typewriters are permanently placed in the Distributive Education classroom or library. _____

D. Classroom and facilities

1. A telephone under the listing "Distributive Education" is located in the Distributive Education Coordinator's office. _____

2. The room is equipped with tables and chairs to accommodate a maximum of 25 students at any one time _____

3. The Distributive Education room is provided with a sufficient number of grounded electrical outlets. _____

4. The laboratory room is equipped with a sink and suitable storage space. _____

5. The laboratory room is equipped with a suitable model storeunit containing a cash register, cash wrap stand, multi-display merchandiser, and a unit made up of a dressing room, three-way mirror unit, garment hanging units, and display unit _____

6 The laboratory room has a display case arranged so that it can be done from within the laboratory room but can be viewed from the hallway It must be a full height window with adjustable lights and several electrical outlets. _____

7. The size and shape of the Distributive Education classroom and complex will permit the use of tables, chairs, and model store unit with sufficient room for construction of projects. The Distributive Education Coordinator's office should be a separate attached enclosure _____

8. The Distributive Education complex is not used for other classes during the daytime. _____

9. Sufficient lighting is provided in accordance with State minimum requirements. _____

10. Blackout shades are provided in each room so that audio-visual equipment can be used. _____

11. The rooms have a sufficient number of chalkboards and bulletin boards. _____

12. Proper ventilation and air facilities must be available for use so that a comfortable atmosphere can be acquired. _____

13. The room and all of its contents are in good repair. _____

14. The color scheme in the room is appropriate and conducive for learning to take place. _____

15. There is a separate Distributive Education Coordinator's office provided which can be used as a planning and conference room. _____

E. Evaluation

1. Merits of the Distributive Education Program are determined by the use of regular follow-up procedures. _____

2. Business surveys and evaluations are conducted and the results of such are instrumental in producing changes in the Distributive Education Program. _____

3. A semester and annual report is made to the principal, local vocational education director, and school administrators. _____

4. There is an evaluation instrument to be used by the employer in evaluating each Distributive Education student while on the job. _____

5. Community job opportunities, determined through surveys, are used as a criterion for planning instruction and measuring growth and learning. _____

6. A variety of classroom tests are used to determine:

   a. That basic needed skills are being developed. _____

   b. That the students understand the principles of our free enterprise system. _____

   c. That the students understand the basic organizational structure of business. _____

   d. That the students are gaining the necessary information from each of the units of instruction given during the school year. _____

7. Evaluation paralleling business-type supervision is an integral part of the testing program. _____

8. Individual aptitudes, abilities, work habits, and attitudes, are considered in the total evaluation of each student. _____

9. Follow-up studies are used as a means of evaluating the effectiveness of instruction that was given. _____

10. The self-evaluation technique is used to aid the student in determining his/her development in the desired areas. _____

11. Evaluation procedures are reviewed periodically in the light of changing community, changes in the job needs, and in the student needs ____

12. Aptitude tests, grades, and other personal student interviews were used as a basis in grading and placing students in the program and in their on-the-job training stations. ____

III. CURRICULUM PLANNING AND DEVELOPMENT

A. The Distributive Education Program provides the student with occupational knowledge, skills, and in-depth training so that the initial placement or job advancement in the field of marketing or distribution can be accomplished. ____

B. The Distributive Education Program is based upon a careful analysis of the particular needs of the students and the community ____

C. Skill development and integration of related areas is provided for in the Distributive Education Program offered in the eleventh and twelfth grades to those students who possess the ability, interest, and personal qualities necessary for entry-level positions ____

D. Provisions are made for the incorporation of new ideas and methods into the Distributive Education Program and curriculum as the business industry makes such changes. ____

E. Program and curriculum changes are proposed, accepted, and recommended to, by, and from the Distributive Education Lay Advisory Committee ____

F. There is a readily available printed copy of the philosophy for the local Vocational Distributive Education Program which has been updated within the last five years ____

G. Instruction is such that the Distributive Education curriculum has the same status as other curriculum offerings have in the school and community. ____

H. A separate Distributive Education Advisory Committee is used as a main instrument in recommending curriculum changes and other ideas. ____

I. The Vocational Distributive Education Program is established so that it will fit into the planning of any student desiring such. ____

J. Other faculty members and school administrators are cognizant of the role of the Distributive Education Program and how it fits into the total curriculum. ____

K. Credit(s) which can be earned by students enrolled in the Distributive Education Program are spelled out:

1. Credit allowed for the classroom. ____

2. Credit allowed for on-the-job training. ____

L. The student taking the Distributive Education Program may logically proceed to an area vocational school, a community junior college, or a four-year institution. ____

IV. TEACHER QUALIFICATION AND PREPARATION

A. The Distributive Education Coordinator works cooperatively with other teachers and faculty members in the school to develop rapport. ____

B. The Distributive Education Coordinator(s) can effectively answer questions concerning the Distributive Education Program in regard to credit, aims, objectives, program potentials, student placement, and other areas. ____

C. The Distributive Education Coordinator is prepared in terms of schooling and necessary degrees. ____

D. The Distributive Education Coordinator keeps up to date within his/her profession ____

E. The Distributive Education Coordinator has recent work experience in a marketing or distribution occupation. ____

F. The Distributive Education Coordinator works cooperatively with the local businessmen and attempts to know the business field. ____

G. The Distributive Education Coordinator is properly certified and is also vocationally endorsed to teach and coordinate a Distributive Education Program ____

H. The Distributive Education Coordinator is vocationally knowledgeable and passes this on through his/her teaching and supervision. ____

I. The Distributive Education Coordinator continually presents an acceptable and good personal appearance. ____

J. The Distributive Education Coordinator attempts to keep up to date and informed of new developments in the distributive and marketing area. ____

K. The Distributive Education Coordinator is a member of, and participates in his/her professional organizations. _____

V. SELF-EVALUATOR'S COMMENTS

APPENDIX D

DE–10

STATE OF NEW MEXICO
DIVISION OF VOCATIONAL EDUCATION
DISTRIBUTIVE EDUCATION
STATE CAPITOL BUILDING
SANTA FE, NEW MEXICO

APPLICATION FOR VOCATIONAL ENDORSEMENT

Name_____ Age_____ Sex_____ Date_____

Address_____ City_____ State_____ Zip_____

Date and Place of Birth_____

Are you a citizen of the U.S.?_____ Are you married?_____ No. of Children_____

QUALIFICATION

Exact position you wish to qualify for (be specific)_____

How many years experience have you had in any distributive occupation?_____

Have you had practical experience as a supervisor, personnel manager, sales manager, other executive position?

_____ If so, explain_____

_____ No. of years?_____

How many persons did you have under your supervision?_____

Give name of present employer or last employer and length of employment:_____

_____

If a member of a business, manufacturing, distributive, civic or other organization, indicate names_____

_____

Have you ever had any experience with young people (as in clubs, Y.M.C.A., social affairs, church, etc.?)_____

Describe_____

Have you ever been discharged from any position?_____ If so, give name and address and a statement of the reason for discharge in each case_____

_____

CC

EDUCATIONAL QUALIFICATIONS

Colleges or Universities attended:

INSTITUTION	DATES ATTENDED	DEGREE CONFERRED	DATE

Subject areas qualified to teach: _____

Related subject courses which help to qualify you for certification (such as marketing, salesmanship, advertising, display, business administration, etc.)

INSTITUTION	NAMES OF COURSES TAKEN	DATE	SEM. HR. CR.

Professional education courses (including secondary education, adult education, vocational and distributive education.)

INSTITUTION	NAMES OF COURSES TAKEN	DATE	SEM. HR. CR.

Teaching experience (If any):

NAME AND LOCATION OF BUSINESS OR SCHOOL IN WHICH THE TEACHING WAS DONE	DATE		NATURE OF TEACHING
	FROM	TO	

IMPORTANT: The information given below will be used in evaluating experience.
Describe under the headings given below any employment or occupation you have ever had which, in your opinion, tends to qualify you for the position sought. Be careful to show definitely whether or not your training and experience meets the requirements as set up in the New Mexico State Plan for Distributive Education.

DATES OF EMPLOYMENT		Length of employment in months	Name, Address, & Business of Employer	Monthly compensation	Names of the personnel manager, sales manager, and store manager for each position	Describe the nature of the work personally performed by you; state size of business or selling force handled by you
From Month Yr.	To Month Yr.					

REQUIREMENTS FOR A VOCATIONAL ENDORSEMENT TO TEACH A REIMBURSABLE DISTRIBUTIVE EDUCATION PROGRAM

NEW MEXICO **FEBRUARY, 1967**

1. D. E. Teacher-Coordinators of Vocational Distributive Education Programs must have the following minimum requirements met for certification:

   (a) Graduation from a College or University of recognized standing with a major in Distributive Education, Business Administration, Marketing, or Economics, or some phase of Vocational Education with emphasis in Distributive Education.

   (b) 18 semester credits in technical subject courses such as retailing, salesmanship, marketing, advertising, display, economics, or other Distributive Education subjects.

   (c) 18 semester hours in professional education subjects, including at least 6 in Distributive Education such as Organization and Administration of Coop Programs, Employer-Employee Relations, Coordination Techniques, Work Experience in the High School, Supervising DECA Club Programs, and 12 in additional distributive or other related education courses such as Secondary Education, Student Teaching, Psychology, Supervising Adult Programs.

   (d) 3,000 hours of work experience in Distributive Occupations which shall be approved by the State Supervisor of Distributive Education.

2. Teachers of Preparatory Distributive Education Programs must have the following minimum requirements for certification: Same as in 1, except in (c) 3 hours of professional Distributive Education courses and in (d) 2,000 hours of work experience in Distributive Occupations which shall be approved by the State Supervisor of Distributive Education..

3. Coordinators having shortages in any of the items listed in 1 above, may be recommended for one year temporary endorsements only. Such shortages must be removed at the minimum rate of 3 semester hours per year. If no shortages are present, the person will be recommended for a 5-year endorsement to run concurrent with his teaching certificate.

4. In applying for a vocational endorsement, it will be necessary for the applicant to have his college(s) send an official transcript to the State Supervisor of Distributive Education, Santa Fe, New Mexico, along with a completed Form DE–10. The endorsement is issued only by the State Certification Office upon recommendation of the State Supervisor of Distributive Education. There is no charge for the Vocational Endorsement.

5. Requirements for renewal of the 5-year endorsement are (a) completion of 8 semester hours of credit in subjects approved by the local School District authorities and the State Supervisor of Distributive Education. One year certificates may also be renewed upon approval of the State Supervisor of Distributive Education.

6. Persons holding a continuing ten-year professional secondary school certificate must renew each ten years by (a) certification by the local employing authority of five years of successful teaching experience during that ten year period.

POLICIES
AND
PROCEDURES
FOR
HEALTH OCCUPATIONS EDUCATION
IN
NEW MEXICO

1970

STATE DEPARTMENT OF EDUCATION
EDUCATION BUILDING
SANTA FE, NEW MEXICO

POLICIES AND PROCEDURES FOR THE OPERATION

OF

VOCATIONAL HEALTH OCCUPATIONS PROGRAMS

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HEALTH OCCUPATIONS

I. PHILOSOPHY AND OBJECTIVES OF HEALTH OCCUPATIONS PROGRAMS

With the present demand by people of all ages for health services in hospitals, nursing homes, health centers and specialized institutions, the need for health personnel with various levels of competencies becomes quite apparent. In the belief and recognition of these health needs, the Health Occupations programs in Vocational Education have the responsibility of:

A. Providing training opportunities to persons with potential, interest and capabilities to become gainfully employed in health service occupations.

B. Providing properly trained personnel to meet the demand in health service facilities, to share in giving direct care to patients under supervision of a professional nurse, doctor or dentist.

Toward these objectives, the Health Occupations division works and cooperates with public schools, community colleges, area vocational schools, community health agencies and professional organizations in establishing Health Occupations programs and maintaining high standards of health practices related to the specific health occupation.

II. HEALTH OCCUPATIONS - EDUCATIONAL PROGRAMS

Educational programs in the Health Occupations are characterized by:

A. Organization in a program, correlated theory and practices. Professional standards for the Associate Degree in nursing and one-year practical nursing must conform to State Board of Nursing requirements. Other related health occupations conform to adopted standards set up by Parent Professional Organizations.

B. Located in different settings, the programs affiliate with a hospital or health agency with teacher supervision from divisions of Vocational Education in public schools.

C. Selection of students of widely ranging ages of 18-50 without discrimination as to sex, color or creed. Students must possess interest and abilities that are needed to complete the program and become competent enough to become gainfully employed.

D. Provide opportunities for developing knowledge, skills and attitudes which are related to level of training.

E. Development within the scope of the program of the potentials of the student to become productive members in society.

F. Instruction throughout the training program is given by well-qualified professional faculty; certification requirements must be met.

III. NURSING EDUCATION PROGRAMS

Nursing education is developed in different levels with proportionate foundation for the Associate Degree in nursing and Practical Nursing programs. Nursing Assistant programs can be established in secondary and post-secondary levels.

A. Associate Degree in nursing is a technical two-year program in a college setting designed to prepare students to become registered nurses for beginning positions in hospitals, physicians' offices, nursing homes and other community health agencies.

B. Practical Nursing is a one-year program designed to prepare practical nurses to give nursing care under direct supervision of a registered nurse or physician.

C. Legal Control of Nursing Education - The New Mexico Nursing Practice Act is under jurisdiction of the New Mexico Board of Nursing. Licensure to practice nursing is controlled through examination upon satisfactory completion of specific nursing program. Schools of Nursing must meet standards as outlined in the "Manual for Schools of Nursing in New Mexico", which is available from the New Mexico Board of Nursing, 505 Marquette, N. W., Albuquerque, New Mexico.

IV. THE ROLE OF THE NURSING ASSISTANT

A. The Nursing Assistant gives simple nursing care to patients under the direction and supervision of a professional nurse and/or a practical nurse.

1. Course Objectives

a. To prepare the student with knowledge and basic nursing skills necessary for employment as a Nursing Assistant.

b. To provide the student with ample opportunity for skill performance in a supervised clinical situation.

c. To assist the student in maintaining his own personal, mental and physical health and to understand conditions of illness and other deviations from normal body functions and behavior.

d. To create and stimulate students' interest in additional preparation, education and experience leading toward a health career.

V. PROGRAM ORGANIZATION

The Vocational Nursing Assistant Program should be administered within the same framework and plans as other vocational programs. The school administrator, or his designated person, is responsible for the development, organization and "follow-up" of the program.

A. Post-High School can be developed in an area vocational school, junior or community college, with the cooperating agency being a local hospital, State hospital or public health agency and/or a combination of these health centers. The post-high schools are generally full-time programs for four months or more duration (480-500 hours), including clinical experience.

B. Secondary Level - These are year round programs offered for senior boys and girls and possibly for selected junior students meeting the pre-requisites for the course. The course has approximately 480 hours duration and consists of:

1. Orientation and related theory-communication skills; oral and technical vocabulary and personal health and grooming; legal and ethical aspects of patient care and professional relationships.

2. Family and community health, special problems of mental illness, mental retardation, special diseases, first aid, emergency care and hospital setting.

3. Nursing care of medical, surgical, infant, maternal, and the aged and home nursing.

4. Clinical Laboratory - skill demonstrations and practice, student observation and field trips to special health and medical centers.

5. Clinical Experience - following required weeks of formal class, students are assigned to community hospitals for actual assignment of patient care under supervision of instructors.

VI. ALLIED HEALTH OCCUPATIONS

The core program in Allied Health Occupations differs in relation to level of performance inherent in the specific health profession or occupation. Materials on curriculum development may be obtained through the State Supervisor of Health Occupations. For example, two programs as follows:

A. Dental Assistant - The initial planning of a Dental Assistant Training program encompasses a nine to twelve month length curriculum and facilities design, as well as staffing, program evaluation, student recruitment and placement. Program content may be divided into broad areas in orientation and professional ethics, related dental theory and dental assisting skills.

The Dental Assistant function is to assist the dentist at chairside, perform specific laboratory assignments and office duties.

1. Course Objectives

a. To provide the student with a knowledge of a dental theory adequate for understanding the significance and implications of the dental procedures to be performed.

b. To provide the student with working skills in chairside, clinical and dental laboratory procedures.

c. To provide the student with knowledge, understanding, and skills in record keeping, office maintenance, communications and other business procedures.

d. To assist the student in acquiring professional ethics and conduct and good public relations.

B. Medical Laboratory Assistant - The training program for Medical Laboratory Assistants should consist of at least twelve consecutive months under the direct supervision of a registered Medical Technologist (ASCP). It shall include a minimum of 100 lecture hours emphasizing technical performance, with the sources and detection of error stressed, rather than pure theory.

The Medical Laboratory Assistant performs routine tests in medical laboratories for use in treatment and diagnosis of diseases, prepares tissue samples and prepares vaccine, executes such laboratory tests as urinalysis, blood counts; using microscope, micrometers and similar instruments, makes quantitative and qualitative chemical and biological analysis of body specimens.

1. Course Objectives

a. To assist the student to acquire limited medical, scientific knowledge and related skills to laboratory techniques.

b. To assist the student to gain an understanding of his specific role as a Medical Laboratory Assistant.

VII. PROGRAM DEVELOPMENT

A. Procedures in Establishing a Program

1. Determine the need for the specific Health Occupation program to be established in terms of employment opportunities for students to be trained.

2. Determine the availability of classroom and laboratory facilities and equipment.

3. Determine the availability of clinical facilities in local hospitals, nursing homes and other health agencies.

4. Determine the availability of qualified professional faculty for the specific Health Occupation.

5. Determine the cost and stability of financial resources for operation.

6. Establish an Advisory Committee or group which is representative of the profession to be served.

7. Become familiar and knowledgeable of State laws, standards and program criteria for establishment of a program to meet licensure requirements of the New Mexico Board of Nursing and/or other professional organizations.

8. Use of a Nursing Consultant Service of the State Supervisor to clarify overall requirements for specific Health Occupations, and to assist in the organization and development of related curricula.

B. Organization of Program

1. Use Advisory Committee to bring about mutual support for need of program, outline program objectives and standards to be met.

2. Employ a program director whose professional background is in line with qualification requirements.

3. Contractual agreement should be drawn out with affiliating health agency.

4. Program director should interview and assist in selection of faculty. Instructors for the Health Occupation Education should meet requirements for vocational certification.

5. Curriculum planning should be done jointly by faculty, health agencies, professional representatives and school representatives.

6. Policies concerning the operation of program should be a cooperative effort of faculty.

7. Good public relations is an essential part of program development.

VIII. REQUIREMENTS FOR HEALTH OCCUPATIONS TEACHING CERTIFICATE

A. Five-Year Certificate

1. Professional Nurses currently registered in New Mexico holding a Bachelor of Science Degree (and/or Master's Degree) with three years experience in Nursing Service and/or Nursing Education.

2. Dental Hygienist currenly certified in New Mexico holding a Bachelor of Science Degree from a college offering a Dental Hygiene program certified by the American Dental Association and two years experience.

3. Medical Laboratory Technologist currently licensed in New Mexico holding a Bachelor of Science Degree and a graduate of a School of Medical Technology approved by the American Medical Association and duly certified by the registry of Medical Technologists of the American Society of Clinical Pathologists and two years experience in clinical laboratory.

4. Physical Therapists currently licensed and certified to practice in New Mexico holding a Bachelor of Science Degree and a graduate of an accredited program of Physical Therapy and two years experience.

B. Temporary One-Year Certificate

Temporary One-Year Certificates are issued to currently registered professional nurses and/or to certified health specialists having had a minimum of two years' experience in their respective field and are assigned to Allied Health Occupations Training programs.

C. Renewal Requirements

1. Temporary One-Year Certificate

Renewal on temporary certificates requires six semester hours on related subjects, credit workshops or institutes. Thirty hours over and above on R. N. will qualify for a five-year certificate. Six credit hours must be in Vocational Education courses, seminars or workshops.

2. Five Year Certificate

Five-year vocational teaching certificates are renewable when due upon submitting:

a. Eight semester hours in related subject matter, or in sequential order of prerequisites toward earning a Bachelor of Science Degree and/or a Master's Degree.

b. Written statement of Non-Credit Workshops attended such as those offered in college by sponsorship of the U. S. Public Health Service, to improve and/or give special skills in nursing, dental health, physical therapy or medical technology.

IX. STATEMENT OF QUALIFICATIONS

A. Applicants for positions in Health Occupations Education must fill out an application form in duplicate. Statement of Qualifications is then forwarded to the State Supervisor of Health Occupations. (See Appendix D)

B. Transcript of professional and educational preparation must be forwarded to the Division of Certification, with a copy sent to the Division of Health Occupations. (See Appendix E)

C. Instructors of Health Occupations are expected to hold current membership in their respective professional organization and also should become active members of the American Vocational Association through the New Mexico Vocational Association.

APPENDICES

APPENDIX A

INSTRUCTIONAL CODES AND TITLES

HEALTH OCCUPATIONS

17.000000	HEALTH OCCUPATIONS EDUCATION
01	Dental
0101	Dental Assisting
0102	Dental Hygiene (Associate Degree)
0103	Dental Laboratory Technology
0199	Dental, Other
02	Medical Laboratory Technology
0201	Cytology (Cytotechnology)
0202	Histology
0203	Medical Laboratory Assisting
0204	Hematology
0299	Medical Laboratory Technology, Other
03	Nursing
0301	Nursing (Associate Degree)
0302	Practical (Vocational) Nursing
0303	Nursing Assistance (Aide)
0304	Psychiatric Aide
0305	Surgical Technician (Operating Room Technician)
0306	Obstetrical Technician
0307	Home Health Aide
0308	School Health Aide
0399	Nursing, Other
04	Rehabilitation
0401	Occupational Therapy
0402	Physical Therapy
0403	Prosthetics
0404	Orthotics
0499	Rehabilitation, Other
05	Radiologic
0501	Radiologic Technology (X-ray)
0502	Radiation Therapy
0503	Nuclear Medical Technology
0599	Radiologic, Other
06	Ophthalmic
0601	Ophthalmic Dispensing
0602	Orthoptics
0603	Optometrist Assistant
0699	Ophthalmic, Other
07	Environmental Health
0701	Environmental Health Assistant
0702	Radiological Health Technician
0703	Sanitarian Assistant
0799	Environmental Health, Other
08	Mental Health Technology
0801	Mental Health Technician
0802	Mental Retardation Aide
0899	Mental Health Technology, Other
09	Miscellaneous Health Occupations Education
0901	Electroencephalograph Technician
0902	Electrocardiograph Technician
0903	Inhalation Therapy
0904	Medical Assistant (Assistant in Physician's Office)
0905	Central Supply Technician
0906	Community Health Aide
0907	Medical Emergency Technician
0908	Food Service Supervisor
0909	Mortuary Science
0910	Orthopedic Assisting
99	Health Occupations Education, Other

Appendix B

EVALUATION RATING SCALE

The evaluation scale for the instrument provides a choice of eight rating categories. Each item is scored by using an appraisal based on accepted standards as they appear to the faculty, the administration and the visiting evaluator.

Definition of Scale:

5 Approved with Commendation - a mark of five indicates this item is performed or exists to the extent of going significantly beyond required standards. This reflects a consistently high level of effectiveness.

4 Approved above Standards - a mark of four indicates this item is performed or exists to the extent of exceeding requirements of the minimum standards but may include some variability of quality. This reflects a generally high level of effectiveness.

3 Approved - a mark of three indicates this item is performed or exists to the extent of meeting minimum standards. It shows a generally accepted level of effectiveness.

2 Advised - a mark of two indicates this item is performed or exists in a questionable manner at the level of effectiveness sufficient to require action to improve the condition.

1 Conditional - a mark of one indicates this item is performed or exists to an extent so deficient that it needs to be corrected immediately.

0 Disapproved - a mark of zero indicates this item fails to qualify for any other classification and is unacceptable.

M A mark of M indicates this item is missing but is needed for an effective program.

NA A mark of NA indicates this item does not apply.

Appendix C

NEW MEXICO STATE DEPARTMENT OF EDUCATION

EVALUATION INSTRUMENT

_____ Vocational Health Occupations
(Grade Level)

I. PHILOSOPHY AND OBJECTIVES

A. The underlying philoscphy of the Vocational Health Occupations program includes the following principles:

_____

_____

_____

_____

_____

_____

_____

_____

_____

B. Principal objectives of the Vocational Health Occupations program may be stated below:

_____

_____

_____

_____

_____

_____

_____

_____

_____

II. PROGRAM ORGANIZATION

A. Textbooks and Supplemental Materials

Textbooks and Supplemental Materials	Grade Level	Subject	Copyright Dates

B. Learning-Teaching Activities

1. The course outline is readily accessible and in current use. ____

2. The instructor's class preparation is reflected in long-range lesson planning. ____

3. The instructors utilize a variety of techniques in the instructional program. ____

4. The instructors utilize community resources as part of the instructional program. ____

5. Laboratory practices and procedures provide for sequential development of skills. ____

6. The classroom instruction and laboratory practice is relevant to clinical experience. ____

7. Classroom activities and student participation reflects attitudes and motivation of students. ____

8. Students are allowed ample opportunity for participation in direct patient care, observation in related health care activities and field trips. ____

9. Students are reasonably conversant in health profession terminology. ____

10. Safety measures are consistently adhered to by students, staff and co-workers. ____

11. Health Career activities. ____

C. Equipment and Materials

1. Teaching aids (models, charts, pictures). ____

2. Teacher demonstration materials (mock-ups, hospital equipment, nursing utensils, linens, etc.). ____

3. A-V Equipment available (easy access for teaching). ____

4. Equipment for production of handout material. ____

5. Library materials available to students (current, professional). ____

6. Student assignments in care of equipment. ____

D. Classroom and Facilities

1. Classroom-laboratory

a. Floor space (adequate for the teacher load and subject matter). ____

b. Lighting, ventilation, heating (proper amount and type). ____

c. Appearance (clean and pleasant atmosphere). ____

d. Teacher desk and/or workroom available. ____

e. Student desks, chairs (proper type and numbers). ____

f. Chalkboard available (adequate, good condition). ____

g. Storage for teaching supplies. ____

h. Storage for students' supplies, materials. ____

i. Washing facilities with hot and cold running water, soap, towels. ____

j. Fire protection (adequate, availability and good conditions). ____

2. Clinical Facilities

a. Cooperating agency(ies), name and locations.
1)
2)
3)
4)

b. Cooperating agency licensed and/or approved by appropriate authorities. ____

c. Cooperating agency-staff oriented to program objectives. ____

d. Cooperating agency provides essential and comparable learning experience. ____

e. Cooperating agency provides conference room, dining facilities, etc. ____

f. Student transportation adequately provided to and from agency. ____

E. Evaluation

1. Test-Teacher made (Appropriate written oral). ____

2. Test-Professionally published type. ____

3. Test-State Board Examination for licensure. ____

4. Student achievement and performance is systematically evaluated. ____

5. Teacher maintains pupil progress records. ____

6. Clinical facilities and resources are periodically evaluated to determine needs of program. ____

7. Student self-evaluation of work performance of skills development. ____

8. Student evaluation of total program to assess its effectiveness. ____

9. Periodic follow-up of graduates and on-going study of admissions and withdrawals. ____

III. CURRICULUM PLANNING AND DEVELOPMENT

A. Administration

1. Direction and guidance given from administration unit. ____

2. Planned supervisory program is functional. ____

3. Actively provides, encourages and supports in-service education teachers. ____

4. Supports surveys to determine employment potential, job assessment, placement. ____

5. Planned program to promote good public relations. ____

6. Use of resource professional, and state supervisors for program planning and improvement. ____

7. Advisory group available to instructional staff. ____

B. Curriculum Planning and Development

1. Is kept current by periodic revision of course of study. ____

2. Is organized and directed toward skills and knowledge required for employment. ____

3. Adequate provisions and planning for learning experience on clinical practice. ____

4. Provides basis for career ladder opportunities. ____

5. Periodic faculty staff meetings are part of curriculum planning. ____

6. Direct supervision provided to students in clinical practice. ____

C. Counseling Students

1. Criteria for selection of students (printed and accessible). ____

2. Students' personnel policies that provide safety, personal welfare, and define behavioral responsibilities. ____

3. Students are given periodic vocational and personal guidance. ____

4. Progress reports are used as basis for counseling and guidance. ____

IV. TEACHER QUALIFICATIONS AND PREPARATION

A. Professional Preparation

1. A competent and adequate professional staff is available.

a. Number ____ b. Nursing ____ c. Dental ____ d. Medical ____
e. Other ____ f. Consultant ____

2. Professional preparation indicated as:

a. Minimal ____ b. Average ____ c. Strong ____ d. Superior ____

3. One member of staff is designated as head teacher or director. ____

4. Staff is given opportunities to attend professional meetings, conferences and/or workshops. ____

5. Teaching staff demonstrates attitude towards meeting personal needs for professional growth. ____

6. Vocationally qualified and certified by State Board. ____

B. Professional Membership is evident among instructional staff.

a. NMNA (ANA)	_____	e. American Med. Assoc.	_____
b. NMLN (NLN)	_____	f. American Dental Assoc.	_____
c. NMEA (NEA)	_____	g. Allied Med. Prof.	_____
d. NMVA (AVA)	_____	h. Other	_____

V. SELF-EVALUATOR'S COMMENTS

A. Strengths of Program (course).

B. Weakness of Course.

C. Recommendations.

Appendix D

NEW MEXICO STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
State Capitol Building - Santa Fe
STATEMENT OF QUALIFICATIONS FOR HEALTH OCCUPATIONS
TEACHING POSITIONS

DATE:_____

NAME:_____SEX:_____

ADDRESS:_____PLACE OF BIRTH:_____

DATE OF BIRTH:_____TELEPHONE NUMBER:_____

MARRIED:_____SINGLE:_____OTHER:_____NUMBER OF CHILDREN:_____

POSITION FOR WHICH APPLYING:_____

NAME OF SCHOOL SYSTEM OR INSTITUTION:_____

TYPE OF VOCATIONAL TRAINING PROGRAM:_____

HIGH SCHOOL:_____POST HIGH SCHOOL:_____

MDTA OR ARA:_____

DO YOU HOLD A TEACHING CERTIFICATE?_____ARE YOU CURRENTLY REGISTERED IN NEW MEXICO?_____REGISTRATION NUMBER:_____

(STATE BOARD OF NURSE EXAMINERS, NAT'L BLDG. 5th & MARQUETTE N.W., ALB., N.M.)

GENERAL EDUCATION: CIRCLE NUMBER OF YEAR COMPLETED 1,2,3,4,5,6,7,8,9,10,11,12

HIGH SCHOOL ATTENDED:_____

PROFESSIONAL EDUCATION

I. School of Nursing attended:
Name:_____Dates of Attendance:_____
Location:_____Diploma Program:_____or Degree

II. College or University preparation:	Undergraduate Credit Hours	Degree - Major
Name:_____	_____	_____
Location:_____	_____	_____
Dates of Attendance:_____	_____	_____
Name:_____	_____	_____
Location:_____	_____	_____
Dates of Attendance:_____	_____	_____
Name:_____	_____	_____
Location:_____	_____	_____
Dates of Attendance:_____	_____	_____

Appendix E

REFERENCES

NAME:_____ ADDRESS:_____ BUSINESS OR OCCUPATION:_____

1._____

2._____

3._____

OCCUPATIONAL AND TEACHING EXPERIENCE

In the space below, record all employment since you first began work. Start with the most recent position and work back to first position held. Attach supplementary statement if necessary.

Name and Address	Dates of Employment Month and Year From To	Beginning and Ending Monthly Salary	Title of Positions and Nature of Duties

POLICIES

AND

PROCEDURES

FOR

HOME ECONOMICS EDUCATION

IN

NEW MEXICO

1970

STATE DEPARTMENT OF EDUCATION
EDUCATION BUILDING
SANTA FE, NEW MEXICO

POLICIES AND PROCEDURES FOR THE OPERATION

OF

VOCATIONAL HOME ECONOMICS EDUCATION PROGRAMS

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VOCATIONAL HOME ECONOMICS PROGRAMS

I. PHILOSOPHY OF VOCATIONAL HOME ECONOMICS

A. It is the Home Economics teachers' belief that individuals are the strength and the most important resource of the country. Home Economics Education is designed to help individuals and families improve the quality of personal and family life within the home.

B. An effective Home Economics Program helps youth and adults to clarify and establish values, to select meaningful, individual and family goals, to function as a family member, homemaker, parent, wage earner, consumer and citizen in a democratic society and to prepare for gainful employment through occupational training.

C. The program contributes to the self-development and establishment of interpersonal relationships and the management of skills and resources which are important to the individual in the home and on the job.

D. Home Economics has a contribution to make by helping individuals identify and develop certain fundamental values and competencies that will be effective in one's personal and family living which emphasizes social and cultural conditions and economic needs.

II. OBJECTIVES OF VOCATIONAL HOME ECONOMICS

A. General

1. An effective Home Economics Education Program:

   a. Improves the quality of family living and helps youth and adults develop the abilities needed for the occupation of homemaking, guidance of children, management of resources and the feeding, clothing and housing of families

   b. Encourages individuals to identify and formulate values and goals which give meaning to personal, family and community living and which helps them become responsible citizens and productive workers

   c. Helps students create a home and community environment conducive to healthy growth and development of all members of the family at all stages of the family life cycle.

   d. Contributes to students' ability to think creatively and critically in solving problems; relates ideas essential to cope with changes and new situations

e. Fosters a positive self-image through the development of respect, discipline, analysis and improvement in oneself.

f. Motivates, recruits and prepares individuals for gainful employment in occupations using home economics knowledge and skills with emphasis on the development of a positive attitude towards work.

g. Stimulates interest in academically qualified students to enter colleges and universities to become professional home economists.

h. Stimulates individuals to take an active part in legislative programs which affect the well being of families.

i. Helps individuals use leisure time constructively, broaden horizons and interests and develop creative talents.

j. Stimulates students' interest to cooperate with and appreciate people of all cultures, emphasizing the worth and dignity of all individuals.

B. Specific

1. An effective Home Economics Education Program assists students in the accomplishment of the following objectives:

a. Achieving consumer responsibility in the selection, purchase and use of goods and services for the home and individual.

b. Maintenance of satisfactory personal and family relationships.

c. Management of human and material resources.

d. Development, care and guidance of children.

e. Maintenance of health and safety in the home, including health and home care of the sick.

f. Management, preparation and conservation of food for the family.

g. Selection, buying, care, renovation and construction of family clothing.

h. Selection, care, use and conservation of equipment.

i. Selection and care of the house, its furnishings and surroundings.

j. Application of art principles and elements of design.

k. Selection and provision of educational and recreational facilites and experiences for family members.

l. Recognition of employment potential in home economics related occupations.

III. ADMINISTRATION

A. State

1. Program Eligibility and Responsibility

Home Economics Education Programs organized in the local schools and in the approved institutions of higher learning, under the provisions of the State Plan for Vocational Education, qualify for reimbursement from Federal vocational funds for developing, maintaining and expanding the program. The State Plan for Vocational Education includes requirements, policies and other information and is in accordance with the Federal laws under the Amendments of 1968, providing funds for in-school and out-of-school classes in Home Economics Education, for ancillary services and activities and for occupational training using the knowledge and skills of home economics

All Home Economics Education shall be under the supervision of public school authorities, organized in accordance with policies, approved by the State Board for Vocational Education and subject to conditions described in the sections following:

a. Application and Agreement

If a local school board desires a vocational program in home economics, they should direct request in writing to the State Supervisor of Home Economics Education or the State Director of Vocational Education. Upon receipt of request, the State Supervisor of Home Economics will send a copy of the State Polices and Regulations Handbook with the Agreement and Application for an Approved Home Economics Program. She will visit the school to discuss the program and other items relevant to developing and maintaining the program. After the State Supervisor's visit, if there is indication that an adequate program can be maintained and the teacher meets the standards for Vocational Home Economics endorsement, the local board shall complete the application and agreement and submit a proposal for a Home Economics Program using the following vocational education forms:

VE 115-1 - Vocational Programs, Activities and Services

VE 115-2 - Work Sheet

VE 120 - Guide for Submitting Proposals for Vocational Education

VE 121 - Proposal for Consumer and Homemaking Education

Upon review of the agreement and the proposals for a Home Economics Education Program, the local board will be notified of program approval. The department may be approved the first year with any qualifications

for equipment agreed upon by the local school board and the State Board, through the State Supervisor of Home Economics, providing there are available vocational funds.

In some instances it may be advisable or necessary for a department to operate provisionally a year or more under the supervision of the State Supervisor of Home Economics before it can meet standards for reimbursed departments. If the department is accepted provisionally and the provisions are not met within two years, funding may be withdrawn.

B. Local

1. Local Citizens Committee

A group of three to five community members who understand local needs shall be appointed cooperatively by the Home Economics teachers and administrators to serve in a consultant capacity for the total Home Economics Program. Appointments and reappointments shall be made at either the beginning or closing of the school year.

a. In selecting the Citizens Committee, representatives of groups such as the following should be considered:

(1) Former students

(2) Parents of students

(3) Professional men and women

(4) Business and industry

(5) Welfare and health agencies

(6) Employment service

(7) Guidance counselors

b. The purposes of the Committee shall be to:

(1) Assist in determining individual and community needs.

(2) Act as consultants in planning curriculum content.

(3) Promote good public relations between Home Economics Education and business, industry and other agencies in the community.

(4) Stimulate interest of the community in supporting the Home Economics Program.

(5) Help in setting up standards for the Home Economics Program.

(6) Assist in evaluating the success of the program.

IV. INSTRUCTIONAL PROGRAMS

A. Secondary

1. Curriculum

The curriculum shall give consideration to the social and cultural conditions and needs of pupils, thus providing worthwhile learning experiences which are designated to prepare youth and adults for the role of homemaker or the dual role of homemaker and wage earner.*

All major areas of Home Economics: Child Development, Clothing and Textiles, Consumer Education and Management, Foods and Nutrition, Family Health, Housing, Family Relationships, and Related Art, must be incorporated in the total school curriculum to insure a comprehensive program.

A comprehensive program may be established in two ways:

a. Specialized Semester Course Program**- The beginning course in any area will provide basic knowledge necessary in that area. The beginning course in each area must be made available to the student during grades 9 - 12. The advanced course in any area will emphasize gainful employment.

b. Comprehensive Course Program - The comprehensive courses shall be organized in sequence, with only one course taught during a class period. Home Economics I is a prerequisite to Home Economics II and Home Economics II is a prerequisite to Home Economics III, etc.

A one-year basic course is recommended as a prerequisite for skill courses.

Students enrolling in Home Economics at the seventh and eighth grade levels shall preferably enroll for only one semester at each grade level. Seventh Grade - Food Preparation, Family Relations and Family Health. Eighth Grade - Clothing, Grooming, Child Development and Career Exploration.

* It is suggested that the teachers tentatively plan the year's work, setting up objectives. A copy of the New Mexico Home Economics Curriculum Guide is furnished to each Home Economics teacher. The guide is to be used as a resource unit, and the teacher will use her own initiative, imagination and creativity in working cooperatively with pupils and others in developing an effective Home Economics Program

** Subject matter areas may be taught on alternate years.

In schools with low enrollments, Home Economics courses shall not be combined into one class, but offered on alternate years.

The curriculum shall be coordinated between local junior and senior high school and within a school.

New programs, experimental courses or classes are encouraged on a semester and/or full-year basis if approved by State Supervisor prior to establishment.

Home economics experiences may be an integral part of the Home Economics Program. These supervised experiences may be carried out through individual conferences, group conferences, home visits or parent contacts, in such a way that they promote growth and develop an understanding of problems in home living based on the needs, interests and abilities of the pupils.

2. Class Scheduling and Enrollment

Class scheduling and enrollment shall meet the following standards:

a. Enrollment shall be restricted in accordance with available facilities. In schools with enrollments of less than ten students per class, prior approval for scheduling such classes shall be secured from the State Supervisor.

b. The minimum time allotted for each class shall not be less than that required for a full unit of credit for single-period classes in all laboratory courses, with one-half unit of credit for semester courses and one and one-half units for double-period classes as established by North Central

c. The teacher's schedule will determine the percentage of the school day that is reimbursable. One period or equivalent shall be scheduled for teacher preparation and conference.

3. Advisory Committee

An Advisory Committee shall be selected and appointed by the local board of education from recommendation of individuals made by the teacher offering the class and the school administrators

4. Budget

An adequate budget for the administration of the total Home Economics Program shall be provided for:

a. Supplies, instructional materials and teaching aids

b. Maintenance, repairs and additions and replacement of equipment

c. Books, magazines and reference materials

d. Necessary travel for making home visits, surveying needs in the community, supervising home and on-the-job training work experiences, sponsoring Future Homemakers of America, and attending in-service training meetings

(1) Teacher travel from the school to State Conference and return to the school and per diem expenses are paid directly to the teacher by the State Department of Education, Division of Vocational Education.

e. Other activities necessary in promoting and developing the program are subject to approval of local school authorities.

5. Term of Teacher Employment

The minimum term of employment for the Vocational Home Economics teacher shall not be less than nine and one-half months. This includes the nine-month school term plus two weeks preceding or following the year, excluding the time scheduled for general meetings and workshops called by school administrators. One week of the two additional weeks shall be in attendance at State Conference for Home Economics teachers. The other week, spent in the school and community, is to provide time for the teacher to become acquainted with homes of students, to plan and initiate the various phases of the instructional program, to interpret and promote the Home Economics Program, and to attend the district FHA planning meetings or State camp.

6. In-Service Training

Attendance at the annual Home Economics Teachers Conference and in-service training meetings called by the Home Economics Section of the Division of Vocational Education is part of the vocational agreement lending itself to a constantly prepared instructional staff.

7. Vocational Youth Organization

A chapter of Future Homemakers of America shall be organized and maintained as an integral part of the Home Economics Program, providing extended learning experiences. Time may be allowed in the school day for participation in Future Homemakers of America activities.

B. Post Secondary

The purpose of the Vocational Home Economics Program at the 13th and 14th grade levels is to provide an educational program for persons who have completed high school or its equivalency and who are available for full-time study, which leads directly to employment in technical, semi-professional or semi-skilled occupations utilizing home economics knowledge and skills.

1. Curriculum

Home Economics courses which train for employment will:

a. Clarify the nature and scope of occupations or cluster of occupations and responsibilities of the worker.

b. Develop an understanding of personal qualities and professional ethics which will contribute to success.

c. Develop abilities and proficiencies required for success in the occupation. This will include study, discussions and laboratory and work experiences.

The program will be offered in an area vocational school, technical school, a community or junior college.

a. It may be offered by Vocational Home Economics, or jointly by Vocational Home Economics and other divisions of Vocational Education. It may be planned as a one or a two-year program, cooperatively with administration and staff of the above type schools.

b. The curriculum will vary according to the needs for training in a specific occupation and the educational background of the student.

Methods for determining curriculum offerings and information needed as a basis for developing a program will include:

a. Identification of key occupations for which training in Home Economics is to be provided.

b. Information from employment service and other sources regarding reasonable prospects of employment in the local community or elsewhere after completion of training.

c. A job analysis which clearly defines skills, abilities, experiences and aptitudes required to perform the duties of the job.

d. Identification of the in-service education needs of teachers who will be teaching such courses and outlining plans for providing this service.

e. The curriculum will vary according to the needs for training in a specific occupation and the educational background of the student.

f. The curriculum and the length of training shall be determined by job analysis of the occupation developed through consultation with persons involved with the specific occupation to be taught.

g. The objectives and methods of training shall be geared to develop characteristics and specific skill(s) and/or ability(ies) which have wage-earning value, and which enable trainees to acquire marketable skills in the occupation.

h. Curriculum shall be specific and limited in scope to the learnings and skills related to the occupation, or a cluster of closely related occupations.

i. Classroom instruction shall be integrated with supervised practical experience in laboratory, home, field, shop or such establishments as will contribute to the individual's on-the-job training.

j. The instruction and practical experience shall be of sufficient duration to develop competencies necessary for the occupation.

2. Class Scheduling and Enrollment

a. There must be sufficient number of persons who are interested in and have aptitude for training in a specific occupation to justify cost of training.

b. The minimum size of class shall be ten.

c. Students enrolled in an occupational training class shall meet for a minimum of two consecutive class periods daily.

d. A minimum of one class period shall be allowed for teacher planning, follow-up of studies and evaluation for each scheduled occupational training class, plus a second class period for preparation of other classes taught.

3. Advisory Committee

An Advisory Committee shall be selected and appointed by the local board of education from recommendation of individuals made by the teacher offering the class and the school administrators.

4. Budget

See pages 6 and 7 - Secondary Programs

5. Term of Teacher Employment and In-Service Training

The minimum term of employment for the post-secondary Vocational Home Economics teacher shall be not less than ten months.

Time in excess of the regular school term shall be in attendance at the State Conference for Vocational Educators and in planning and initiating the various phases of the instructional program.

6. Vocational Youth Organization

An organization of youth interested in Home Economics Related Occupations, HERO, shall be developed and maintained as an integral part of the post-secondary program providing extended learning experiences.

C. Adult

1. Home Economics Education may be offered to adults and out-of-school youth when the demand warrants such education.

2. The purpose of the program will be to:

   a. Assist persons in developing sufficient competency in homemaking to enable them to improve the quality of family life.

   b. Relate consumer education to the needs of the individual.

   c. Provide an opportunity for training in a variety of major areas of Home Economics Education.

   d. The teacher shall submit preliminary plans (Form HE-102) to the State Supervisor for prior approval. A final report (Form HE-103) and a claim for reimbursement (Form VE-105) to be submitted at the completion of the course.

   e. The school administration shall be responsible for organization, staffing and for furnishing equipment, teaching materials, and funds to insure the practical realization of desirable standards of work.

   f. Whenever practical, the school equipment for the Home Economics Department shall be used. When this is not possible, the administrator is asked to assist the teacher(s) in finding adequate quarters in the community for the type of instruction to be given.

   g. Salary of instructor of adult classes will be paid on an hourly basis to the teacher, through the school, from the State Department of Education upon proper claim (HE-104 and VE-105). Salary will be based on total class instruction time.

   h. To qualify for reimbursement, each organized class shall be in units of not less than six lessons and a total enrollment of twelve, with an average attendance of not less than eight persons.

V. QUALIFICATIONS OF TEACHERS

A. Secondary

1. The teacher shall have a Bachelor of Science or Arts Degree with a major in Home Economics Education from a State Board approved college or university that meets standards for preparing Vocational Home Economics teachers.

2. She shall meet the New Mexico requirements for State certification and the Vocational Home Economics endorsement set up by the State Department of Education, Vocational Education Division and the Division of Certification.

3. The Home Economics Education Program shall include credit hours in General Education, Home Economics and Professional Education with the following range in proportion of curriculum requirements.*

a. General Education	48 semester hours
b. Home Economics	
Major (Plan III)	36 semester hours
Minor	24 semester hours
or	
Major & Minor (Plan IV)	54 semester hours
c. Professional Education	18 semester hours

4. Teachers completing required semester hours of Home Economics subject matter under either Plan III or Plan IV shall qualify to teach Home Economics in an approved vocational program in secondary or post-secondary schools or community colleges.**

5. Renewal of Vocational Certification with Home Economics endorsement shall be according to requirements of the Division of Certification, State Department of Education.

6. Persons entering or reentering teaching more than ten years after completion of requirements for the issuance of a Vocational Home Economics type certificate shall complete a minimum of twelve semester credits. At least six credits shall be completed before teaching the first year and the remaining credits shall be completed before teaching the second year.

7. Local Supervisor - The local supervisor of Home Economics shall assume the responsibility for in-service training of teachers in the local system.

   The supervisor shall hold a Master's Degree with major or minor in Home Economics Education from a State Board approved college or university, plus successful teaching experience as a supervising teacher. Training shall include graduate courses in supervision, curriculum development, methods and evaluation.

* Home Economics Curriculum Program as approved by the State Board of Education.

** A one-year temporary certificate may be issued with only 30 semester credit hours in Home Economics.

B. Post Secondary

1. Shall hold a Bachelor's Degree, including preparation in the area(s) of Home Economics to be taught and shall meet qualifications for Vocational Education endorsement in one of the home economics related occupational areas.

2. Occupational experience as an employed or volunteer worker in the area for which training is offered.

3. Developed proficiencies in the techniques and skills required in the occupation to be taught.

4. Evidence of trade competence.

C. Adult

1. Classes may be taught by the Home Economics teacher and/or other qualified persons as determined by administrators and approved by the State Supervisor.

VI. SUPERVISED EXPERIENCE OR COOPERATIVE PROGRAMS

A. When funds are available, students who qualify under work-study programs for Vocational Education Students - P.L. 90-576, Section 181, may be employed to work in Home Economics Departments as teacher aides, laboratory assistants, student aides and co-op students.

B. Teacher aides, laboratory assistants, student aides and co-op students may assist the Home Economics teacher in:

1. Preparation of illustrative and other teaching materials.

2. Setting up and clearing away of demonstration materials, laboratory equipment and visual aids used by students and teachers.

3. Establishment of areas and interest centers within the department.

4. Routine tasks which will free the teacher for planning and implementing the program.

VII. OFFICIAL TRAVEL OF VOCATIONAL HOME ECONOMICS TEACHERS

Provision shall be made by local school board for travel expenses of Home Economics teachers for visits to home, the supervision of home, class and/or community experiences and in the sponsorship of the vocational youth organization. The amount of travel shall be determined by the local board of education.

VIII. TEACHER EDUCATION IN HOME ECONOMICS

A. Institution

1. The following are policies and regulations to be maintained in an institution approved for teacher education in Home Economics:

   a. Teacher education will be maintained through programs conducted by the State Division of Home Economics Education, designated institution of high learning and programs conducted by approved local school for student teaching in cooperation with the State Department of Vocational Education.

   b. The State Board of Education shall provide and assume responsibility for the maintenance, supervision and evaluation of teacher-training programs to insure that programs shall meet standards and requirements for teacher training as provided in the State Plan and as prescribed in this Policies and Procedures Book.

   c. The State Board may, at its discretion, inspect and approve Home Economics teacher-training institutions. The State Board will select the personnel for evaluating the institution to determine if it meets the standards prescribed for approval.

   d. Arrangements will be made with the approved and reimbursed institutions of high learning to provide for pre-service and in-service education of Vocational Home Economics teachers, including the equipment, clerical assistance, teaching materials and supplies, and teacher-education staff to assure a quality program of training Home Economics teachers for secondary, post-secondary and adult programs.

   e. Cooperative relationships shall be maintained between the State Supervisory Staff and the staff of the institution approved for pre-service and in-service education in Home Economics Education.

   f. The planning of the teacher-training program shall be carried out through joint staff and committee meetings called by the State Supervisor of Home Economics Education, the Head of Home Economics Education and/or the teacher educator in the institution.

   g. Members of the State Supervisory Staff shall meet periodically with the teacher educators to plan for the development of the teacher-training program: planning and evaluating curriculum, revising certification requirements, selecting supervising teaching centers and determining standards for facilities.

      (1) The recommendations of the above committee shall be directed to the appropriate administrators of the teacher-training institution and the State Director of Vocational Education for consideration and implementation.

h. The evaluation of the teacher-education program and plans for further development shall be made at least every five years by the State Supervisory Staff, representatives of the teacher-training institution and/or other qualified personnel selected by the State Supervisor and the teacher-training institution and approved by the State Board.

i. Institutions approved and reimbursed are: New Mexico State University, University Park, New Mexico 88070 and The University of New Mexico, Albuquerque, New Mexico 87106.

j. Institutions approved but not reimbursed are: Eastern New Mexico University, Portales, New Mexico 88130, New Mexico Highlands University, Las Vegas, New Mexico 87701, Western New Mexico University, Silver City, New Mexico 88061.

k. Institutions offering a graduate program in Home Economics Education shall have a qualified teacher educator and at least one Home Economics staff member with a Doctor's Degree and with experience and training in research.

l. The graduate program, leading to a Master's Degree in Home Economics Education, shall be offered only at the approved and reimbursed teacher-training institutions.

m. Courses shall be made available during the academic year, in summer sessions and at intervals that make it possible for a graduate student to plan and carry out a graduate program leading to a Master's Degree.

n. Graduate courses in Home Economics Education and supporting courses in Home Economics Education may be offered in designated approved institutions.

o. Special, short-unit, intensive and refresher courses may be offered by approved teacher-training institutions with or without credit. The State Supervisor of Home Economics Education, in cooperation with institutions and local educational agencies, shall determine the need, type of course and instructor.

p. The graduate program shall meet the requirements of a Master's Degree to prepare candidate for position of leadership in Home Economics Education.

q. Graduate assistantships may be offered on an annual basis for study of Home Economics Education or related fields.

r. The institution shall provide adequate facilities for effective teaching in all areas of Home Economics and Home Economics Education.

s. An adequate budget for maintainance of the Home Economics Education Program shall be set up each year in the institution of higher learning and the supervising center. Provision shall be made for supplies, reference and teaching materials, equipment and travel.

t. Federal funds available for approved and reimbursed teacher-training institutions may be used as follows:

(1) Salaries of teacher educators for teaching of approved home economics courses.

(2) Remuneration of the supervising teachers.

(3) Home Economics Methods and other Home Economics Education courses offered at the undergraduate and graduate level.

(4) Travel expenses for teacher educators for pre-service training of student teachers and in-service training of first-year teachers. Attendance at State and national conferences and workshops to further Home Economics Education.

(5) Transportation expenses of student teachers to training centers.

(6) Development of curriculum materials and other instructional guides and teaching aids.

(7) Research, special demonstration and experimental programs.

(8) Equipment, teaching materials and supplies.

(9) Clerical assistance.

B. Teacher-Training Personnel

1. To be a State Board approved institution for training of vocational teachers in Home Economics Education:

a. There shall be a minimum of four staff members representing each of the following areas: foods, nutrition and health, clothing and textiles, human development and the family, home management, housing and equipment, family economics and consumer education. The teacher educator may be included in the minimum of four staff members.

(1) Each instructor shall have a Master's Degree with a major or its equivalent in the subject matter area for which she has a major responsibility for instruction.

(2) The instructor must have had at least six semester hours of graduate study in an area in which she assumes any responsibility for instruction.

b. There shall be a minimum of one person in Home Economics Education who assumes major responsibility for Home Economics teacher training. She must meet the qualifications for head teacher educator.

2. Qualifications of Teacher Educator

a. The Home Economics teacher educator shall have a Bachelor's Degree in Home Economics from a State Board approved college or university which meets the standards for training Vocational Home Economics teachers. She shall have a Master's Degree with a major or its equivalent in Home Economics Education

b. In addition, the teacher educator shall have had successful teaching and supervisory experience.

3. Responsibilities of Teacher Educator

a. The Home Economics teacher educator shall plan, coordinate and execute a program of teacher education on the undergraduate level. In the approved institutions she shall plan, coordinate and execute the graduate program in cooperation with the Home Economics State Supervisor and other Home Economics Staff Other responsibilities shall include:

(1) Being responsible for the program of supervision of student teachers and special methods courses.

(2) The selection of student-teacher centers with approval of State Supervisor of Home Economics.

(3) Working cooperatively with the Home Economics department and teacher education staff in planning subject matter and education courses for prospective teachers.

(4) Conducting regularly scheduled conferences with State Supervisory Staff, supervising teachers and student teachers for the purpose of planning and evaluating the teacher-education program.

(5) Being responsible for the follow-up of first-year teacher graduates.

(6) Being responsible for coordinating teacher education with State policies, philosophy, needs and conditions in the field of Home Economics.

(7) Teaching or arranging for courses for pre-service and in-service training of teachers as requested and approved by the State Supervisor.

(8) Participating in local, State, regional and national conferences and workshops leading to the development and improvement of teacher education programs.

(9) Working cooperatively with State Supervisor and the college placement bureau in the placement of teachers.

(10) Preparing annual reports of development in the teacher-training programs and submitting to the State Department of Vocational Education.

(11) Conducting research, developing and evaluating teacher-education curriculum.

(12) Assisting in the recruitment of qualified instructors

(13) Assisting with State, district and local conferences.

(14) Assisting teachers in keeping up to date to sources of materials, subject matter, new techniques and results of special studies and research.

C. Curriculum

1. The purpose of the teacher-training program is to prepare teachers with competencies that will enable them to assist individuals and families with their consumer and homemaking responsibilities.

2. The undergraduate program for preparing secondary teachers in Home Economics Education shall require a minimum of 128 semester credit hours and/or 192 quarter credit hours leading to a Bachelor of Arts or a Bachelor of Science Degree in Home Economics or Home Economics Education in an approved institution.

3. The program shall include credit hours in General Education, Home Economics and Professional Education with the following range in proportion of curriculum requirements:

   a. General Education - 48 semester hours or 64 quarter hours - A minimum of six semester hours in at least four of the following areas: Humanities, Philosophy and Literature, Social Science, Biological and/or Physical Science, Foreign Language, Communicative Arts, Mathematics, Fine and Practical Arts, Health, Physical Education and Recreation, Electives.

   b. Professional Education - 18 semester hours or 24 quarter hours - A minimum of six semester hours of student teaching in an approved Home Economics department and three semester hours in methods of teaching Home Economics.

   c. Home Economics Technical Education

      (1) Plan III* - One composite teaching field of a minimum of 36 semester hours in Home Economics distributed over each of the following areas:

* One of four certification plans approved by State Board of Education for teacher certification in New Mexico.

Clothing and Textiles, Foods, Nutrition and Health, Home Management, Family Economics and Consumer Education, Housing, Home Furnishings and Equipment, Human Development and the Family.

AND

A second teaching field (minor) of 24 semester hours or 36 quarter hours in a different subject matter field or in a specialized area of Home Economics such as: Clothing and Textiles, Foods, Nutrition and Health, Home Management, Family Economics and Consumer Education, Housing, Home Furnishings and Equipment, Human Development and the Family.

The second teaching field or 24 hours must be taken as a planned program of study Such an individual would qualify to teach only in those specialized areas for which certification has been completed.

OR

(2) Plan IV - One composite teaching field of 54 semester hours or 81 quarter hours in Home Economics distributed over each of the above areas as listed in (1) Plan III.

(3) Home Economics electives to allow for concentration as needed by the individual student in the above areas.

d. Each institution shall submit its Home Economics Program for approval to the State Supervisor of Home Economics and a committee set up by her to approve programs.

e. Teachers completing required semester hours of Home Economics subject matter under either Plan III or Plan IV shall qualify to teach Home Economics in an approved vocational program in secondary or post-secondary schools or community colleges.

f. Student teachers shall have directed experiences in observing and teaching in an approved Home Economics Program under the supervision of a qualified teacher educator and supervising teacher.

(1) A home management house, field experience or equivalent, planned and supervised by a qualified instructor.

(2) Observing and working with children under the direction of a qualified instructor.

(3) Making community contacts which will enable her to be aware of social, economic and cultural needs of families and other educational opportunities and agencies working for the well being of individuals and families.

(4) Work experience that will give insight into problems of wage earners

(5) Plan and carry out home or personal experiences related to various Home Economics areas

D. Directed Teaching

1. Responsibility for Supervision of Student Teaching

a. Standards for supervision will be determined jointly by the State Supervisor of Home Economics Education, the teacher educator and other professional staff of the institution training student teachers.

b. The administration and supervision of student teaching shall be the responsibility of the approved teacher-training institutions. The institutions shall provide supervision of the supervising teachers and student teachers by the Home Economics teacher educator.

2. Supervised Experiences of Student Teachers

a. The student-teaching centers shall be selected cooperatively by the Home Economics teacher educator, the supervisor or director of student teachers, the State Home Economics Supervisory Staff and the administrators and teachers in the designated school. Centers shall be in schools that meet the standards of approved Home Economics Education Programs.

b. The Home Economics Methods Course and other Home Economics Education courses such as Philosophy of Home Economics Education, Trends in Home Economics Education, Seminar and Evaluation are reimbursable from vocational funds in the designated approved and reimbursed teacher-training institutions.

c. The teacher educator and the State Supervisory Staff shall be responsible for the follow-up of graduates. Reports made to the State Department of Vocational Education and the teacher-training institution shall be used to improve the in-service and pre-service training of teachers.

3. Qualifications of Supervising Teacher

a. Supervising teachers in teaching centers shall have a Bachelor's Degree from a four-year college or university approved by a State Board for Vocational Education.

b. She shall have completed graduate courses in supervision of student teaching, methods and evaluation and curriculum development.

c. She shall be a superior teacher who has had successful teaching in Home Economics Education and who meets the approval of the school principal, the teacher educator and the State Supervisor of Home Economics.

4. Responsibilities of Supervising Teacher

   a. Execute and plan a program of participating experiences for student teachers in cooperation with the teacher-training staff.

   b. Assist and advise the student teachers in developing, executing and evaluating learning experiences designed to meet the goals of Home Economics Education.

   c. Observe and evaluate teaching and make recommendations for further growth and development of the student teachers.

   d. Demonstrate superior leadership and teaching abilities.

   e. Demonstrate professional attitude and action toward Vocational Education, professional organizations and continuing education.

5. Consultants may be employed by the approved teacher-training institutions in cooperation with the State Supervisor of Home Economics and the teacher educator to teach courses or conduct workshops in Home Economics Education or approved technical courses

   a. For courses carrying college credit, consultants shall meet qualifications for teaching staff of the institution.

E. In-Service Training

1. The Home Economics State Supervisory Staff shall provide the following kinds of in-service training:

   a. Provide leadership in promoting, developing and expanding comprehensive education, namely: Home Economics Education and Occupational Training classes for in-school and out-of-school youth and adults.

   b. Formulate and prepare policies for promoting, maintaining and expanding Home Economics Education and Home Economics Occupational Training at local, district and State levels

   c. Plan, arrange and conduct pre-service and in-service training conferences and workshops for teachers for improving the quality of Home Economics Education in secondary, post-secondary and adult programs.

   d. Provide supervisory visits and consultative service to administrators and teachers for the development and improvement of Home Economics Education classes and the establishment of new programs including occupational training.

   e. Work cooperatively with teacher-training staff to plan and develop programs for strengthening pre-service and in-service teacher-education programs.

f. Encourage teachers to cooperate with other State, Federal and private agencies in programs that have definite value for well being of the family.

g. Direct, promote and further the development and expansion of Future Homemakers of America.

h. Provide consultative services to local school systems on instructional and organizational matters, methods and techniques of teaching, facilities and equipment needs.

i. Plan, direct and guide teacher participation in curriculum development, evaluation and preparation of other instructional materials.

j. Assist schools in evaluating the effectiveness of the Home Economics Programs and recommending changes for program improvement.

k. Assist local boards of education in securing vocationally qualified teachers.

l. Consult with teachers, administrators and architects in planning new facilities and improvement of existing conditions conducing to effective teaching.

m. Encourage teachers in further professional study and membership, as well as participation in professional organizations.

n. Assist in the organization and effective use of advisory committee.

o. Compile statistical reports incorporating information supplied by the schools; analyze reports, and use data for improving programs.

F. Instructional Materials

1. The State Home Economics Supervisory Staff shall coordinate efforts to improve existing, develop new, and disseminate curriculum and instructional materials as may be needed to attain the educational goals set in the State Plan for Home Economics Education.

a. Contracts may be made with universities, colleges and public or non-profit private agencies for development of curriculum. Curriculum developed under contract must be made available for statewide use.

G. Research

1. Contracts may be made with local educational agencies or other public or non-profit private agencies, organizations or institutions for research to be conducted to determine effective means for meeting the goals for Home Economics Education.

2. Grants or contracts to develop, establish and operate special demonstration and experimental programs or projects which are designed to serve as models for Home Economics Education, may be made to local educational agencies or institutions. Such programs shall be designed to provide guidelines for similar programs in the State.

3. Funds received under the Vocational Education Amendments of 1968 may be used for the acquisition of instructional equipment for special demonstration and experimental programs.

IX. YOUTH ORGANIZATION

A. Future Homemakers of America

1. The Future Homemakers of America shall be an integral part of the Vocational Home Economics Program under the guidance of the State Supervisor of Home Economics, who shall serve as the State Advisor. The local chapter shall be under the direction of the Home Economics teacher(s). The name Future Homemakers of America shall be used only by certified chapters in New Mexico Certified chapters of FHA pay State and national dues and operate according to the State Constitution and Bylaws, as shown in the New Mexico FHA Guidebook.

APPENDICES

APPENDIX A

INSTRUCTIONAL CODES AND TITLES

HOME ECONOMICS EDUCATION

09.000000	HOME ECONOMICS
01	Homemaking: Preparation for Personal, Home, and Family Living
0101	Comprehensive Homemaking or Home Economics
0102	Child Development
0103	Clothing and Textiles
0104	Consumer Education
0105	Family Health
0106	Family Relations
0107	Foods and Nutrition
0108	Home Management
0109	Housing and Home Furnishings
0199	Homemaking, Other
02	Occupational Preparation
0201	Care and Guidance of Children
0202	Clothing Management, Production, and Services
0203	Food Management, Production, and Services
0204	Home Furnishings, Equipment, and Services
0205	Institutional and Home Management and Supporting Services
0299	Occupational Preparation, Other

APPENDIX B

SELF-EVALUATION FORM

EVALUATION OF HOME ECONOMICS PROGRAM

The Home Economics program shall be continuously evaluated and adapted to meet the social, economic and cultural needs of the individuals served. The results shall be used as a basis for change in the local and statewide program. The evaluation shall show growth and development as evidenced by progress toward their immediate and long-term goals including records of pupil achievement, curriculum, supervised home and/or work experiences, classes for out-of-school youth and adults, Future Homemakers of America chapter and class enrollment.

PLANS FOR EVALUATION

1. Home Economics teachers shall keep records of student achievement and learning experiences as well as of successful entry and continued employment.

2. Home Economics directed toward gainful employment shall be evaluated, as the program develops, on the basis of successful entry into and continued employment in the field of work for which the training is given as evidenced by employment and follow-up records of trainees.

3. Teachers shall submit reports to the State Department of Vocational Education.

4. Local school administrators shall work with teachers and State supervisory staff in periodic evaluations of Home Economics Programs. Such evaluations shall be the basis for program changes.

APPENDIX C

EVALUATION RATING SCALE

The evaluation scale for the instrument provides a choice of eight rating categories. Each item is scored by using an appraisal based on accepted standards as they appear to the faculty, the administration and the visiting evaluators.

Definition of Scale:

5 Approved with Commendation - a mark of five indicates this item is performed or exists to the extent of going significantly beyond required standards. This reflects a consistently high level of effectiveness.

4 Approved above Standards - a mark of four indicates this item is performed or exists to the extent of exceeding requirements of the minimum standards but may include some variability of quality. This reflects a generally high level of effectiveness.

3 Approved - a mark of three indicates this item is performed or exists to the extent of meeting minimum standards. It shows a generally accepted level of effectiveness.

2 Advised - a mark of two indicates this item is performed or exists in a questionable manner at the level of effectiveness sufficient to require action to improve the condition.

1 Conditional - a mark of one indicates this item is performed or exists to an extent so deficient that it needs to be corrected immediately.

0 Disapproved - a mark of zero indicates this item fails to qualify for any other classification and is unacceptable.

M A mark of M indicates this item is missing but is needed for an effective program.

NA A mark of NA indicates this item does not apply.

APPENDIX D

NEW MEXICO STATE DEPARTMENT OF EDUCATION

EVALUATION INSTRUMENT

_____ Vocational Home Economics
(grade level)

I. PHILOSOPHY AND OBJECTIVES

A. The underlying philosophy of the Vocational Home Economics program includes the following principles:

_____

_____

_____

_____

_____

_____

_____

_____

_____

B. Principal objectives of the Vocational Home Economics program may be stated below:

_____

_____

_____

_____

_____

_____

_____

_____

II. PROGRAM ORGANIZATION

A. Textbooks and Supplemental Materials

Textbooks and supplemental materials	Grade level	Subject	Copyright dates

A variety and sufficient number of up-to-date textbcoks and reference books are:

a. Available and used by students for all areas of Home Economics. _____

b. Authentic and written within the understanding of students. _____

c. Illustrative materials, films and filmstrips are available and readily accessible and used only when related to current unit of work. _____

B. Learning Teaching Activities

1. Philosophy and Objectives

a. Consumer and Homemaking Education provides opportunity for individuals to gain understanding and knowledge in the development of abilities and skills needed for the occupations of homemaking--including guidance of children, management of resources, the feeding, clothing and housing of families. _____

b. The program helps the individual to function as a family member, homemaker, parent, citizen and wage earner by:

(1) Clarifying the establishing values and selecting meaningful individual and family goals. _____

(2) Contributing to the self-development, establishment of inter-personal relationships, and management of individual skills. ____

(3) Developing mutual understanding and appreciation of differing cultures and ways of life, and giving assistance to those who are striving to raise their level of living. ____

(4) Aiding in identifying and developing certain fundamental competencies that will be effective in personal and family living regardless of the particular circumstances of the individual or family. ____

c. Students are guided in formulating concepts and generalizations, as related to the occupations of homemaking and family living. ____

d. Goals and/or objectives for various units are teacher-pupil planned as are ways of reaching and evaluating progress toward them. ____

e. The purposes and objectives for the occupation of homemaking and gainful employment are different, separate and planned according to the class being taught. ____

C. Equipment and Materials

1. Equipment

a. Department is adequately equipped and conveniently and attractively arranged for teaching all phases of Home Economics. ____

(1) Related art. ____

(2) Child care and development. ____

(3) Clothing and textiles. ____

(4) Personal and family relationships. ____

(5) Foods and nutrition. ____

(6) Housing, home furnishings and equipment. ____

(7) Health and home care of the sick. ____

(8) Consumer education and management. ____

b. Space used for discussion and study activities is equipped with suitable and sufficient number of tables and comfortable chairs for flexible room arrangement. ____

c. Equipment is maintained in good working condition and is replaced frequently enough to make contemporary appliance models available. ____

d. Audiovisual equipment is provided through a variety of projectors and other equipment assigned to the Home Economics department and/or readily accessible. ____

2. Teaching Materials

a. The department has adequate supplies, well-organized illustrative materials, up-to-date textbooks and other teaching aids in all areas of Home Economics. ____

(1) Related art. ____

(2) Child care and development. ____

(3) Clothing and textiles. ____

(4) Personal and family relationships. ____

(5) Foods and nutrition. ____

(6) Housing, home furnishings and equipment. ____

(7) Health and home care of the sick. ____

(8) Consumer education and management. ____

D. Classroom and Facilities

1. The homemaking department reflects the needs, background and economic resources and standards of the community. ____

2. Department sets an example in use, care and storage of furnishings and equipment. ____

3. A teacher's work center is equipped with a suitable desk, comfortable chair, file and space for personal belongings. ____

4. Adequate lighting is provided at all times and in all parts of the laboratories and rooms. ____

5. Adequate storage space is provided for equipment, supplies, and other teaching and FHA materials. ____

6. Minimum tackboard (3 x 6) and a stationary chalkboard (3 x 6) are in good condition, well lighted and centered in all laboratory classrooms. ____

7. Adequate number of conveniently located outlets are provided for all electrical and gas appliances. ____

8. Walls and ceilings are clean, attractive and good background color. ____

9. Floors are attractive, easy to clean, comfortable to stand on and durable. ____

10. Provisions are made for health and sanitation through:

    a. Refrigeration of foods. ____

    b. Washing and drying of tea towels. ____

    c. Hot and cold running water. ____

    d. Screened windows and colors. ____

    e. Facilities for washing hands ____

    f. Extermination and control of bugs and rodents periodically. ____

    g. Exhaust vent in rooms with gas appliances. ____

11. Regular janitorial services are provided for sweeping and cleaning department. ____

E. Evaluation

1. Evaluation is an integral part of the program with students participating in evaluating their own progress and achievement, checking their results against generally accepted standards ____

2. A variety of evaluating techniques are used as a basis for planning programs and measuring growth and learning of students. ____

3. Records and home experience reports are kept indicating students' progress and the work covered each year including summary of teacher-pupil conferences. ____

4. Organizational plans, records and State reports are kept on file and available for evaluation of the program. ____

III. CURRICULUM PLANNING AND DEVELOPMENT

A. Organization and Administration of the Program

1. The Consumer and Homemaking curriculum is an integral part of the total school program. ____

2. Immediate and long-range plans are made cooperatively by:

   a. All Home Economics teachers in system. _____

   b. Advisory Committee. _____

   c. Local administrators. _____

   d. State supervisory staff. _____

   e. Others. _____

3. Interests and abilities of individual students are considered in selecting, planning, conducting and evaluating the curriculum. _____

4. The curriculum is planned as sequential learning experiences based upon maturation of students. _____

5. Schedule is such that students may easily elect homemaking. _____

6. The curriculum is flexible and is revised in accordance with the changing needs in the local community. _____

7. The classes are organized so students may complete at least two years of instruction. _____

8. The program is organized in sequence, with only one grade level of homemaking taught during a class period. Students are not enrolled in Homemaking II until after completing Homemaking I nor are beginning and advanced students enrolled in the same class. _____

9. Classes meet minimum time requirement acceptable for accreditation. Double periods are scheduled for periods less than 50 minutes in length. _____

10. Home Economics classes are scheduled as needed. Recommended maximum enrollment is 24 per class. _____

11. Class interruptions are held to a minimum with advance notification of changes in daily schedule. _____

12. The program provides a preparation period for teacher to coordinate the in-school experiences with the home and community experiences of students. _____

13. The budget (current and long term) is set up for the department and used as a basis for operation and provides for:

   a. Suitable up-to-date facilities, equipment and materials available to the consumer and Home Economics program. _____

b. Adequate supplies, instructional materials and other teaching aids. ____

c. Mileage for supervision of home experiences and for attending in-service meetings. ____

d. Repairs of equipment, correcting deficiencies and expanding facilities to meet needs. ____

14. Compensation and released time is provided for the Home Economics teachers for the guidance and supervision of home and community experiences, home visits and FHA activities. ____

15. Teacher maintains an up-to-date inventory of equipment and textbooks and keeps a record of expenditures in the department. ____

16. Teacher interprets the program to others in school and community through newspaper articles, radio programs, television programs, exhibits and encourages others in school and community to maintain professional regard for Home Economics. ____

B. Counseling, Scheduling and Enrollment Procedures

1. Guidance Personnel

a. Supports the Home Economics program. ____

b. Cooperates with Home Economics teachers. ____

c. Assists students in vocational guidance through:

(1) Conferences. ____

(2) Self-analysis. ____

(3) Career orientation. ____

d. Counsels with Home Economics teacher on class schedules and enrollments. ____

2. Home Economics Teacher Conference

a. Conference between student and teacher is an established procedure during conference period and/or out-of-school time. ____

b. Conferences are scheduled without interference or conflict with other regular classes. ____

C. In-school Learnings

1. The Learning Experiences:

a. Are based upon needs, interests and abilities of students with emphasis on optimum development of the individual. ____

b. Develop basic knowledge and skills necessary for managing a home and seek to guide an individual in establishing attitudes, values, and goals to function effectively in a democratic society. ____

c. Are planned to set standards attainable within the majority of the homes in the community. ____

d. Are well timed and completed during regular class period. ____

e. Are taught in an informal, friendly atmosphere. ____

2. Develop critical thinking of students in problem-solving and decision-making techniques. ____

3. A variety of appropriate and challenging methods of teaching are used to help students in developing understandings, skills and abilities in the particular problem or project being considered. ____

4. In-school learnings are extended with home and community experiences which reflect the effectiveness of the teaching and motivation of students through cooperative planning and home visits. ____

5. Safety measures and practices are emphasized and practiced. ____

6. There is evidence of careful planning and preparation for instructional services. ____

7. A Future Homemakers of America chapter is encouraged as an integral part of the program. ____

IV. TEACHER QUALIFICATION AND PREPARATION

A. The Home Economics Teacher

1. Meets requirements for certification as outlined by the State Board of Education. ____

2. Improves teaching through participation in State conferences and other in-service and professional activities and meetings. ____

3. Is knowledgeable about current developments in Home Economics education. ____

4. Is a member of the following professional organizations:

a. American Home Economics Association. ____

b. American Vocational Association. ____

c. National Education Association. ____

d. And the respective State and local Home Economics divisions of the above. ____

5. Is knowledgeable vocationally and demonstrates a vocational philosophy in their teaching. ____

V. SELF-EVALUATION COMMENTS

GENERAL HOME ECONOMICS

1. The curriculum gives consideration to social and cultural needs of students providing learning experiences which prepare individuals for the role of homemaker. _____

2. Written statements of clearly formulated long and short-term goals for all areas of Consumer and Homemaking education are available and are reflected in learning experiences provided in classroom. _____

3. Pupils are guided in formulating concepts and generalizations in all areas of Homemaking education. _____

4. Class problems and experiences develop critical thinking of students in problem-solving and decision-making techniques. _____

5. Methods of teaching are varied to help students in developing understanding, skills and abilities in the particular problem being considered. _____

6. In-school learnings are extended with home, community and FHA experiences reflecting the effectiveness of teaching and motivation of students. _____

7. Continuous evaluation is an integral part of the program and based on short and long-term goals of the program. _____

8. The program is organized in sequence with only one level of homemaking taught during one class period. _____

9. Budget is sufficient to provide suitable, up-to-date facilities, supplies, instructional materials and equipment. _____

10. Plans exist for correcting deficiencies and expanding facilities to meet changing needs. _____

11. A suitable selection and adequate supply of authentic textbooks and reference materials are available to the program. _____

12. Authentic, readily accessible visual aids are available and used only when related to current units of work. _____

13. The total program is coordinated between local junior, mid-high and senior high and within a school. _____

14. Each member of the staff meets the minimum standards for certification. _____

CONSUMER AND HOMEMAKING EDUCATION

1. The curriculum gives consideration to social and cultural needs of students providing worthwhile learning experiences, which prepare individuals for the role of homemaker and/or wage earner. ____

2. Written statements of clearly formulated long and short-term goals for all areas of Consumer and Homemaking education are available and are reflected in learning experiences provided in classroom. ____

3. Pupils are guided in formulating concepts and generalizations in all areas of Consumer and Homemaking education. ____

4. Class problems and experiences develop critical thinking students in problem-solving and decision-making techniques. ____

5. Methods of teaching are varied to help students in developing understanding, skills and abilities. ____

6. In-school learnings are extended with home, community and FHA experiences reflecting the effectiveness of teaching and motivation of students. ____

7. Continuous evaluation is an integral part of the program and based on short and long-termed goals of the program. ____

8. Home and community experiences, home visits, and Future Homemakers of America are an evident part of the total program. ____

9. The program is organized in sequence with only one level of homemaking taught during one class period. ____

10. Budget is sufficient to provide suitable, up-to-date facilities, supplies, instructional materials and equipment. ____

11. Plans exist for correcting deficiencies and expanding facilities to meet changing needs. ____

12. A suitable selection and adequate supply of authentic textbooks and reference materials are avialable. ____

13. Authentic, readily accessible visual aids are available and used only when related to current units of work. ____

14. The total program is coordinated between local junior, mid-high and senior high and within a school. ____

15. Local advisory committee assists in planning and developing program. ____

16. Each member of the staff meets the minimum standards for Vocational Home Economics endorsement. ____

OCCUPATIONAL PREPARATION FOR GAINFUL EMPLOYMENT IN HOME ECONOMICS

1. The curriculum and the length of training are determined by job analysis with the objectives and methods of training geared to develop a specific skill(s) and/or ability. _____

2. Trainees are carefully selected through counseling and only those with potentialities for success are enrolled. _____

3. Classes for pre-vocational training are organized for students who meet the legal age for employment upon completion of training. _____

4. Practical experiences are an integral part of the work-training program. _____

5. Sufficient time during the workday is arranged to permit the teacher to coordinate the program in the community, to supervise work experience, to interview employers and to arrange for employment of students for on-the-job training. _____

6. The insructor is employed on an extended school contract to plan, administer and evaluate the program. _____

7. Budget is sufficient to provide the department with space, supplies, transportation, instructional materials, equipment and space to meet standards for training in specific occupation. _____

8. Sufficient numbers of trainees are enrolled to justify the cost of training. _____

9. Instructor is occupationally competent, having experiences necessary to teach class and supervise work experiences of trainees. _____

10. Continuous evaluation of the program with emphasis on the number of students placed in jobs for which training is evidenced by employment and follow-up of trainees. _____

11. Local advisory committee gives assistance in planning, developing and evaluating the program. _____

"PART F—CONSUMER AND HOMEMAKING EDUCATION

"AUTHORIZATION

Appropriation.

"SEC. 161. (a)(1) There are hereby authorized to be appropriated for the fiscal year ending June 30, 1970, $25,000,000, for the fiscal year ending June 30, 1971, $35,000,000, and for the fiscal year ending June 30, 1972, $50,000,000, for the purposes of this part. From the sums appropriated pursuant to this paragraph for each fiscal year, the Commissioner shall allot to each State an amount which shall be computed in the same manner as allotments to States under section 103 except that, for the purposes of this section, there shall be no reservation of 10 per centum of such sums for research and training programs and 100 per centum of the amount appropriated pursuant to this section shall be allotted among the States.

State allotments, computation.

"(2) The amount of any State's allotment under paragraph (1) for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the part of the State's plan approved under subsection (b) shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, and on the basis of such factors as he determines to be equitable and reasonable, to other States which, as determined by the Commissioner, are able to use without delay any amounts so reallotted for the purposes set forth in subsection (b). Any amount reallotted to a State under this paragraph during such year shall be deemed part of its allotment for such year.

Purposes.

"(b) For purposes of this part the State plan approved under section 123 shall set forth a program under which Federal funds paid to a State from its allotment under subsection (a) will be expended solely for (1) educational programs which (A) encourage home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas, (B) encourage preparation for professional leadership, (C) are designed to prepare youths and adults for the role of homemaker, or to contribute to the employability of such youths and adults in the dual role of homemaker and wage earner, (D) include consumer education programs, and (E) are designed for persons who have entered, or are preparing to enter, the work of the home, and (2) ancillary services, activities and other means of assuring quality in all homemaking education programs, such as teacher training and supervision, curriculum development research, program evaluation, special demonstration and experimental programs, development of instructional materials, provision of equipment, and State administration and leadership.

"(c) From a State's allotment under this section for the fiscal year ending June 30, 1970, and for each fiscal year thereafter, the Commissioner shall pay to such State an amount equal to 50 per centum of the amount expended for the purposes set forth in subsection (b), except that, for the fiscal year ending June 30, 1970, and the two succeeding fiscal years, the Commissioner shall pay an amount equal to 90 per centum of the amount used in areas described in subsection (d). No State shall receive payments under this section for any fiscal year in excess of its allotment under subsection (a) for such fiscal year.

Programs for economically depressed areas.

"(d) At least one-third of the Federal funds made available under this section shall be used in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life.

POLICIES
AND
PROCEDURES
FOR
INDUSTRIAL ARTS EDUCATION
IN
NEW MEXICO

1970

STATE DEPARTMENT OF EDUCATION
EDUCATION BUILDING
SANTA FE, NEW MEXICO

POLICIES AND PROCEDURES FOR THE OPERATION

OF

VOCATIONAL INDUSTRIAL ARTS PROGRAMS

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INDUSTRIAL ARTS PROGRAMS

I. INTRODUCTION

A. Industrial Arts is a phase of general education and has not usually been associated with vocational education. However, under the Vocational Amendments Act of 1968, Industrial Arts can qualify for Federal funds if it is structured to meet the intent of the law (P. L. 90-576). This would be to serve the purpose of pre-vocational education in the industrial areas.

B. The primary purposes of these programs are:

1. To meet the needs of small schools where justification of a trade and industrial education program in one specific area is unrealistic and cannot be justified, or

2. To act as a feeder into a trade and industrial education program on the secondary or post-secondary level, or

3. To offer occupational information and a variety of laboratory experiences regarding the world of work to elementary school students.

II. PHILOSOPHY OF INDUSTRIAL ARTS

A. Industrial Arts is a study of industry and its technology for the purpose of general and pre-vocational education. Through instructional and laboratory experiences, students learn about the industrial and technical aspects of life. The instructional content deals with the origins and development of industry, and the tools, materials, processes, products, energies, opportunities, organization, and problems involved in converting the earth's resources into material goods.

Industrial Arts is a part of the total educational program, and as such, is just as important to the growth of the student as the areas of English, mathematics, social studies, science, foreign language, and other subjects considered necessary to prepare our citizens for everyday life. In fact, Industrial Arts finds itself in the unique position of actually being able to apply much of the knowledge gained in these other courses to practical, everyday aspects of living. We must remember that man has always had to be able to use his mind to study, to think, and to plan, but he also has had to make a practical application of this knowledge for progress to take place.

As a part of general education, Industrial Arts has an obligation to operate a program that is designed to offer something to all students. We must not draw a line on the sex, intelligence, and aptitudes of those students we are willing to accept. Actually, all education has this same obligation or else we must redefine our position.

Industrial Arts, being a laboratory type course, should always allow for individual differences. The instructor should be flexible enough in his presentation of material to provide for the gifted student and the slow learner, as well as the student of average intelligence.

One method used for the presentation of material is the "General Shop" or "General Industrial Arts." This is usually found in the junior high school. It is particularly adaptable to this level because it allows for exploration in many areas. However, some small senior high schools should also utilize this method of instruction rather than a unit shop or laboratory in one area such as woodworking.

The "Unit Shops" or laboratories are more for specialization and are usually found in the larger high schools where they have laboratories to teach each specific area such as electricity-electronics, power mechanics, drafting, metals, etc.

A combination of these two programs is ideal: the General Shop or General Industrial Arts on the junior high school level and a variety of unit Industrial Arts shops or laboratories on the senior high school level for further exploration.

III. OBJECTIVES

A. General

1. To develop an insight and understanding of industry and its place in our culture.

2. To discover and develop talents, aptitudes, interest and potential of students in technical fields and applied sciences.

3. To develop technical problem solving skills related to materials, processes, and products.

4. To develop a measure of skill in the use of the common tools, machines and processes.

B. Specific Levels

1. High School

   a. Provide adequately for basic instruction to meet the needs of at least three types of students:

      (1) Those desiring to explore more deeply the avocational, cultural understandings and consumer concepts of American industry,

(2) Those planning to pursue advanced study and careers in such areas as applied and technical science, and

(3) Those who will be entering the labor force before graduation or immediately thereafter.

b. Provide practical situations dealing with the industrial world of work and understandings of the competitive nature of industry and business.

c. Provide basic skills which are useful in a variety of occupations or for occupational adjustment.

2. Junior High School

a. Provide all students with the opportunity to explore industry and the world of work.

b. Provide opportunities for attaining knowledge of industrial vocations and related avocational pursuits and hobbies.

c. Improve the competency level of the students in regard to choosing, buying and using the goods and services of industry.

3. Elementary School

a. Support, enrich and vitalize the academic curriculum and make general education experiences more meaningful to students.

b. Develop cooperative attitudes and self-reliance through problem solving situations.

c. Develop an understanding and appreciation for the dignity of honest work.

d. Learn how to modify materials to meet students' needs by using basic tools and materials.*

IV. ADMINISTRATION

A. State

1. Provides leadership and consulting services to administrators in the planning, interpretation, and articulation of Industrial Arts Programs.

*A Guide to Improving Instruction in Industrial Arts
American Vocational Association, Inc.

2. Promotes and coordinates Industrial Arts Programs at the various school levels throughout the State.

3. Provides leadership in the introduction of experimental Industrial Arts programs and courses.

4. Conducts research in Industrial Arts and seeks means of curriculum enrichment based upon State and national trends and recommendations.

5. Provides Industrial Arts teachers with the latest information pertaining to new and effective methods and procedures of teaching Industrial Arts.

6. Provides leadership in updating the State curriculum materials for Industrial Arts.

7. Plans workshops, seminars and institutes for the purpose of upgrading teachers and Industrial Arts Programs.

8. Encourages participation of Industrial Arts teachers in State and national professional activities.

9. Develops a planned visitation program, making suggestions and recommendations to the administrators and Industrial Arts teachers as needed.

10. Maintains up-to-date information on Industrial Arts teachers and programs in the State for informational and research purposes.

11. Encourages a closer relationship with vocational education at the local and State level.

12. Advises and assists schools in planning new or remodeled facilities.

13. Assists teachers and administrators in procuring equipment catalogs and specifications materials.

14. Assists teachers and administrators in interpreting legislation as it applies to Industrial Arts.

15. Provides leadership and assistance in preparing program proposals.

16. Assists in textbook studies preparatory to adoptions.

17. Acts as a liaison between teacher-education institutions regarding the needs of the State schools and the Industrial Arts teachers in the field.

18. Evaluates programs of Industrial Arts as requested by local administrators, teachers or State Department of Education.

19. Establishes and promotes a State Industrial Arts safety program.

20. Serves as a member of the Industrial Arts Advisory Committee providing information and direction as needed.

21. Assists in the recruitment of Industrial Arts teachers.

B. The Industrial Arts Advisory Council is made up of:

1. State Supervisor of Industrial Arts

2. State President of the New Mexico Industrial Arts Association

3. Two Industrial Arts teachers from each of the four quadrants of the State

4. Two representatives from universities offering majors in Industrial Arts

5. One representative from industry

6. One representative from administration

7. Ex-officio members:

   a. State Superintendent of Public Instruction

   b. State Director of Vocational Education

C. Purpose of the Council:

1. Assist in keeping the public and all educators alerted to the needs and importance of Industrial Arts education, and to promote good public relations in all areas of the State and nation.

2. Promote the updating of curricula and facilities at all levels.

3. Assist in the review of instructional materials.

4. Assist in establishing statewide standards, policies, goals and objectives.

5. Assist in program evaluations.

6. Act as a discussion group for the airing of problems relating to Industrial Arts.

D. Local Responsibility:

1. Provide adequate facilities, equipment and supplies for program operation.

2. Provide an adequate amount of appropriate instructional materials.

3. Development of courses of study that are acceptable under State standards for specific programs.

4. Provide follow-up on students, if required.

5. Provide a qualified instructor.

6. Encourage teachers to attend conferences and workshops sponsored by the State Department of Education.

7. Complete and return forms as required by the State Department of Education.

8. Develop local policies regarding programs.

9. Operate within the guidelines set down by the State Department of Education.

10. Selection of the four or more industrial areas to be taught.

11. Local advisory committees are required for approved pre-vocational programs. The members should include people from industry, teachers, counselors and school administrators.

V. INSTRUCTIONAL PROGRAMS

A. Course Content (Secondary)

1. This program should be a study of industry and its technology for the purpose of pre-vocational and general education. Through instructional and laboratory experiences, students should learn about the industrial and technical aspects of our society.

2. A variety of industrial areas must be covered so as to allow the students a basis for logically selecting an industrial or technical vocation if they are so inclined. Four or more areas such as power mechanics, electricity, metals, graphic arts, plastics, drafting or construction-production oriented woods must be offered.

B. Course Content (Elementary)

1. Industrial Arts experiences in the elementary grades are closely correlated with the basic units of the elementary schools so that the results will be an integrated program of education. Through the use of easy to form materials, the children have an opportunity to express themselves creatively in the construction of two and three dimensional objects. From such endeavors, they not only benefit from the sheer joy of working with materials, but also from the many opportunities for self-expression and self-discovery. In addition, considerable insight and interest are developed in manipulative activities which parallel those in their parents' "world of work." Occupational information should be included in order to foster an understanding of and a respect for the world of work.

2. Usually the children work in the classroom under the direction of the elementary teacher. However, some schools provide a special room for individual and group projects. As a supplement to the regularly assigned teacher, specially trained consultants or resource teachers are employed to assist and direct teachers and pupils alike.

3. Since the curriculum in the elementary school is not based on ground to be covered or separate subjects, but on child growth and development, Industrial Arts at this level should be part of a physical amalgamation of all subjects areas and should be considered perhaps as a method rather than a separate subject viewed as its own entity.

4. Care should be taken to see that these are not just manual training or crafts programs.

C. Class Size

1. On the high school level where power equipment is used and the supervision of students becomes a safety factor, it is recommended that the class size be limited to 24 students.

2. Under the same condition on the junior high school and elementary school level, it is recommended that the class size be limited to 20 students.

3. If size of the facility and the number of work stations are inadequate, the class size should be lowered accordingly.

D. Scheduling of Classes (Secondary)

1. The average class period should be 40-60 minutes in length. This can vary in the case of modular scheduling if the minimum amount of time is allotted to meet the State standard of 200 minutes per week for a total of 120 clock hours for one unit of credit.

2. Equal time for each subject matter area should be allotted on a six-week, nine-week, semester or full-year basis. This can be accomplished in a general shop or a unit shop according to the school enrollment or size. The program should be coordinated throughout the school or district and follow a sequence from junior high school through senior high school.

VI. QUALIFICATIONS OF TEACHERS

A. The instructor must have a valid Industrial Arts teaching certificate for the subject matter areas in which he will be teaching. This requires a Bachelor's Degree with a major or minor in Industrial Arts.

B. The senior high school instructor must have a minimum of 24 semester hours in Industrial Arts and at least one college course in each subject matter area in which he will be teaching. For example: power mechanics, metals, electricity.

C. The junior high school instructor must have a minimum of 24 semester hours in Industrial Arts, but he is not required to have a college course in each subject matter area in which he will be teaching. For example: plastics, metals, electricity.

D. The elementary school instructor must have a valid elementary education certificate and 24 hours in Industrial Arts.

E. Work experience in one or a variety of industrial areas is highly recommended but not required.

F. Recertification will follow the requirements as set by the division of certification and the local school boards for regular teacher certification.

VII. INDUSTRIAL ARTS TEACHER EDUCATION

A. Teacher training is offered at many four-year colleges and universities across the nation. Three universities in New Mexico award degrees in Industrial Arts:

1. Eastern New Mexico University offers courses in:

   a. Metals

   b. Power-Auto Mechanics

   c. Drafting

   d. Graphic Arts - Photography

   e. Electricity-Electronics

   f. Woods

2. Highlands University offers courses in:

   a. Metals

   b. Drafting

   c. Electricity-Electronics

   d. Graphic Arts

   e. Woods

3. University of New Mexico offers courses in:

   a. Metals

   b. Drafting

   c. Electricity-Electronics

   d. Power-Auto Mechanics

   e. Woods

B. In-service education is not required; however, it is recommended that Industrial Arts teachers work to stay up to date on new teaching procedures and industrial changes. Workshops are offered through the three universities for the purpose of upgrading in technical areas.

VIII. YOUTH ORGANIZATIONS

A. It is recommended that Industrial Arts clubs be organized and affiliated with the American Industrial Arts Association. However, this is not a requirement for program approval.

APPENDICES

APPENDIX A

AN APPROVED PROGRAM FOR PRE-VOCATIONAL INDUSTRIAL EDUCATION

This program should be a study of industry and its technology for the purpose of pre-vocational and general education. Through instructional and laboratory experiences, students should learn about the industrial and technical aspects of our society.

A variety of industrial areas must be covered so as to allow the students a basis for logically selecting an industrial or technical vocation if they are so inclined. Four or more areas such as: power mechanics, electricity, metals, graphic arts, plastics, drafting or construction-production oriented woods must be offered.

Equal time must be allotted on a six-week, nine-week, semester or full-year basis. This can be accomplished in a general shop or a unit shop according to the school enrollment or size. The program should be coordinated throughout the school or district and follow a sequence from junior high school through senior high school.

This program allows for flexibility in scheduling, subject to prior approval by the state supervisor. A sample schedule plan is attached. (See Appendix B, page 12).

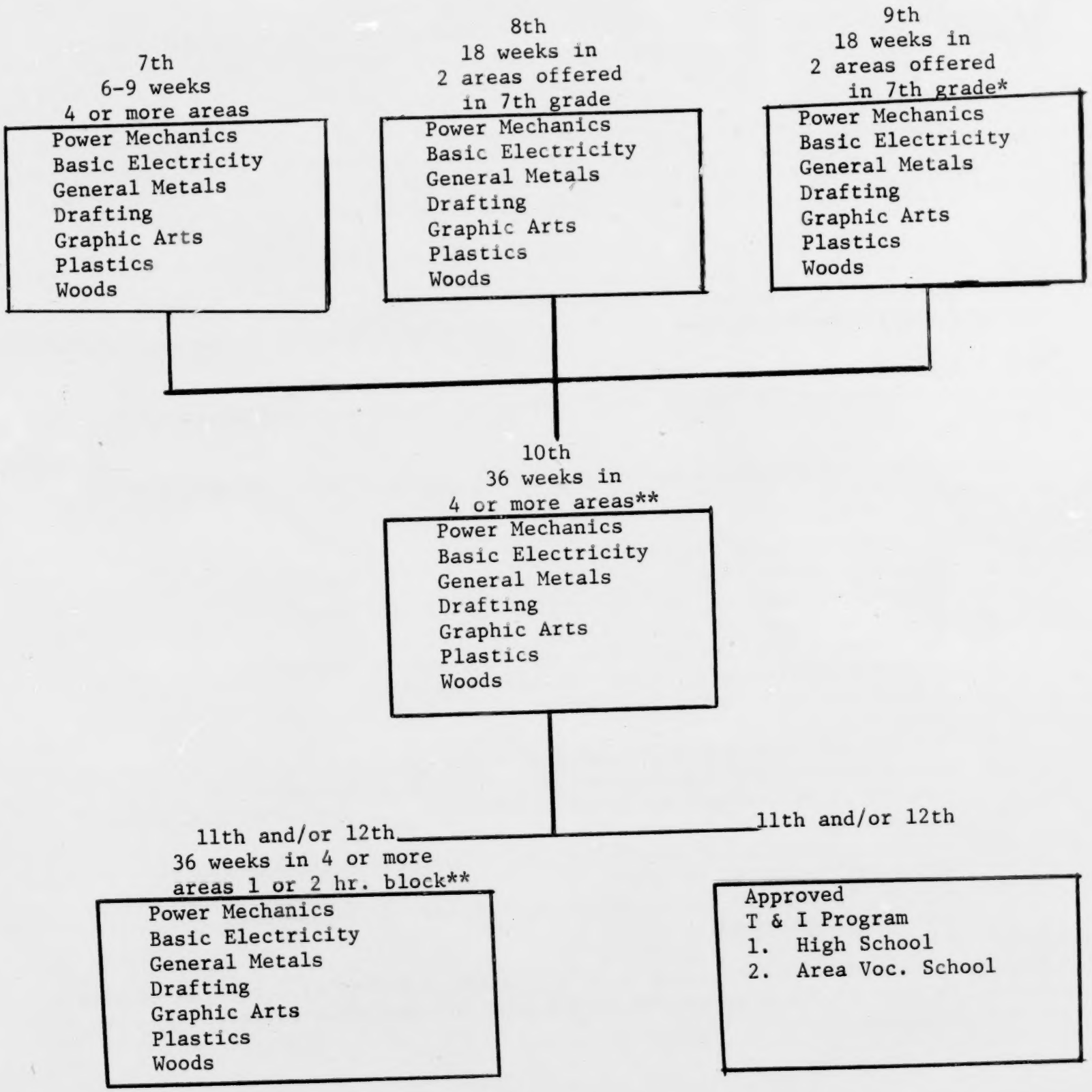
To qualify for and receive funding, these programs must have and maintain the following:

1. Student personnel and cleanup system.
2. Adequate safety program.
3. An adequate facility which is well lighted and ventilated.
4. Course of study and lesson plans.
5. An adequate operational budget for supplies and equipment.
6. Adequate equipment in all areas to be taught.
7. A well qualified instructor who is willing to teach this type of program.
8. Provide for care and maintenance of equipment.
9. Orientation to the world of work, consisting of job opportunities, qualifications, wages and working conditions in the industrial areas being taught.
10. Supply information in regard to high school and post high school trade and technical programs.
11. Support in-service teacher-training programs as recommended by the state supervisor.

A minimum number of these programs will be funded, and they will be high quality programs if they continue to be funded and keep the equipment purchased by the State Department.

APPENDIX B

PRE-VOCATIONAL INDUSTRIAL EDUCATION
SAMPLE SCHEDULE PLAN



*Two different areas from 8th grade.
**In small schools these may be scheduled on alternate years or by running two areas simultaneously.

APPENDIX C

EVALUATION RATING SCALE

The evaluation scale for the instrument provides a choice of eight rating categories. Each item is scored by using an appraisal based on accepted standards as they appear to the faculty, the administration and the visiting evaluators.

Definition of Scale:

5 Approved with Commendation - a mark of five indicates this item is performed or exists to the extent of going significantly beyond required standards. This reflects a consistantly high level of effectiveness.

4 Approved above Standards - a mark of four indicates this item is performed or exists to the extent of exceeding requirements of the minimum standards but may include some variability of quality. This reflects a generally high level of effectiveness.

3 Approved - a mark of three indicates this item is performed or exists to the extent of meeting minimum standards. It shows a generally accepted level of effectiveness.

2 Advised - a mark of two indicates this item is performed or exists in a questionable manner at the level of effectiveness sufficient to require action to improve the condition.

1 Conditional - a mark of one indicates this item is performed or exists to an extent so deficient that it needs to be corrected immediately.

0 Disapproved - a mark of zero indicates this item fails to qualify for any other classification and is unacceptable.

M A mark of M indicates this item is missing but is needed for an effective program.

NA A mark of NA indicates this item does not apply.

APPENDIX D

NEW MEXICO STATE DEPARTMENT OF EDUCATION

EVALUATION INSTRUMENT

_____ Industrial Arts

(grade level)

I. PHILOSOPHY AND OBJECTIVES

A. The underlying philosophy of the Industrial Arts program includes the following principles:

_____

_____

_____

_____

_____

_____

_____

_____

_____

B. Principal objectives of the Industrial Arts program may be stated below:

_____

_____

_____

_____

_____

_____

_____

_____

II. PROGRAM ORGANIZATION

A. Textbooks and supplemental materials

Title and author	Grade level	Subject	Copyright dates	Rating

Average rating this area: _____

B. Learning/Teaching Activities

1. Philosophy as written

   a. is clearly stated and understood _____

   b. is acceptable by current educational standards _____

2. Course objectives

   a. are current _____

   b. can be identified _____

   c. are measurable in terms of student accomplishment _____

3. Planning and organization

   a. of instructional material _____

   b. laboratory activities _____

   c. student personnel (organized clean up, tool check, etc.) _____

Rating

4. Preparation of subject matter

   a. classroom lectures _____

   b. demonstrations _____

   c. course outline (is it current, relevant and being used) _____

5. Atmosphere (laboratory/classroom)

   a. instructor's attitude toward students, course and school _____

   b. student's attitude toward instructor and course _____

6. Utilization of teaching aids

   a. audiovisual materials _____

   b. mock-ups _____

   c. teacher prepared materials (printed handouts) _____

7. Supervision of laboratory work

   a. use of instructor's time _____

   b. control of students _____

8. Motivation of students

   a. competition and clubs _____

   b. field trips _____

   c. attractive displays of projects, exercises, etc. _____

9. Safety

   a. classroom instruction _____

   b. required tests _____

   c. procedures (should fires or accidents occur) _____

Average rating this area: _____

C. <u>Equipment and Materials</u>

1. Machine and power tools

	Rating
a. correct type, size and quantity	_____
b. mechanical condition	_____
c. appearance (painted and clean)	_____
d. guards (proper type and being used)	_____
e. arrangement or location	_____
2. Hand tools	
a. correct type, size and quantity	_____
b. condition	_____
c. accessibility and arrangement of storage	_____
d. accountability	_____
3. Work stations	
a. proper type and adequate number	_____
b. well located or arranged	_____
c. proper utilization	_____
4. Fire protection equipment	
a. correct type	_____
b. adequate amount	_____
c. properly located and identified	_____
d. ease of accessibility	_____
e. condition	_____
5. Eye protection equipment	
a. proper type (meets State requirements)	_____
b. adequate amount available	_____
c. condition	_____
d. proper utilization	_____
e. sanitation	_____

	Rating
6. First aid kit (State approved supplies)	____
7. Protective clothing (aprons, etc.)	
a. proper type	____
b. cleanness	____
8. Course materials	
a. tests	____
b. safety rules	____
c. teaching aids (mock-ups, charts, sample projects, etc.)	____
d. teacher prepared printed materials	____
e. audiovisual materials	____
9. Audiovisual equipment	
a. proper type	____
b. availability	____
c. condition	____
d. utilization	____
10. Furniture (desks, lockers, etc.)	
a. student (proper type and amount)	____
b. instructor (proper type and amount)	____
c. condition	____
d. arrangement or location	____
11. Supplies	
a. adequate amount	____
b. proper storage	____
c. accountability	____
Average rating this area:	____

Rating

D. Classroom and Facility

1. Floor space

a. adequate amount ____

b. proper design or shape ____

c. utilization ____

2. Lighting

a. correct type and amount ____

b. arrangement or location ____

3. Ventilation

a. proper type and amount ____

b. special areas (welding, finish, etc.) ____

4. Appearance

a. cleanness ____

b. color scheme followed ____

c. orderly, pleasant atmosphere ____

5. Restroom and wash facilities

a. accessibility ____

b. properly equipped ____

c. cleanness ____

Average rating this area: ____

E. Evaluation

1. Classroom

a. testing ____

b. participation ____

2. Laboratory

a. projects, exercises and experiments ____

b. attitude ____

Rating

3. Recordkeeping

a. grades ____

b. progress charts ____

Average rating this area: ____

III. CURRICULUM PLANNING AND DEVELOPMENT

A. Administration

1. provides supervision and leadership ____

2. works with the instructor ____

Average rating this area: ____

B. Instructor

1. provides assistance in selection and development of instructional materials ____

2. provides technical knowledge in area of specialty ____

Average rating this area: ____

C. Allows for periodic evaluation and revision ____

D. Professional materials available and utilized ____

E. Guidance Program

1. method of student selection ____

2. vocational and personal counseling ____

3. teacher/counselor cooperation ____

Average rating this area: ____

IV. TEACHER QUALIFICATION

A. Formal Education

1. certified ____

2. advanced degrees ____

3. workshops or institutes ____

Average rating this area: ____

	Rating	
B. Supports Professional Organizations		
1. local	_____	
2. State	_____	
3. national	_____	
Average rating this area:		_____
C. Demonstrates Professional Attitude		
1. attends educational meetings and conferences	_____	
2. ethical	_____	
3. interested in the improvement of self and education	_____	
Average rating this area:		_____

V. SELF-EVALUATOR'S COMMENTS

POLICIES

AND

PROCEDURES

FOR

LOCAL VOCATIONAL DIRECTOR

IN

NEW MEXICO

1970

STATE DEPARTMENT OF EDUCATION
EDUCATION BUILDING
SANTA FE, NEW MEXICO

POLICIES AND PROCEDURES FOR THE

ESTABLISHMENT OF A LOCAL VOCATIONAL DIRECTOR

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POLICIES AND PROCEDURES

FOR THE

ESTABLISHMENT OF A LOCAL VOCATIONAL DIRECTOR

I. PHILOSOPHY OF LOCAL VOCATIONAL DIRECTOR

This position will provide a liaison between the Division of Vocational Education and the local school district to better coordinate, supervise and plan the total vocational program within that school district.

II. DUTIES OF THE LOCAL DIRECTOR

A. Shall be responsible for the overall direction of all phases of vocational education organized in the local district or region to which assigned. These duties shall include the promotion, coordination and supervision of all vocational education programs.

B. Shall be responsible for the development of the local plan for vocational education for that school district or geographical service area.

C. Shall assist teachers in each vocational division with the development of instructional materials, teaching methods and job analysis.

D. Shall be responsible for seeing that proper records are kept and that all reporting and reimbursement forms are filled out properly and submitted to the Division of Vocational Education as requested.

E. Shall be responsible to the local administrator in charge of the total education program for the foregoing duties and such other duties in connection with vocational and other duties as he may be assigned by the local board of education.

III. ADMINISTRATION

A. State Administration

The State Board, through the State Director of Vocational Education, and State Supervisory staff is responsible for:

1. Providing leadership and direction for the Local Director.

2. Periodic review of the local program and the Local Director's effectiveness in that program.

3. Reimbursing the Local Director's position if money is available and if he is carrying out the aforementioned duties effectively and efficiently.

B. Local Administration

1. The local board of education has the authority to determine if a Local Director of Vocational programs is needed in this school system. If they deem one necessary, they should make application to the State Board through the Assistant State Director of Vocational Education.

2. The local board will determine the policies for the operation of a Local Director in conformity with the State Plan and the Policies and Procedures Manual.

IV. INSTRUCTIONAL PROGRAMS

A. The Local Director shall provide leadership in the development of new programs if they are needed.

B. The Local Director shall evaluate the ongoing program to determine if it is meeting the needs and objectives as stated.

C. The Local Director shall be responsible for seeing that the in-service training needs of the vocational teachers are being satisfied.

D. The Local Director shall be involved with the local vocational advisory committees.

V. QUALIFICATIONS FOR A LOCAL DIRECTOR

A. Minimum Qualifications

Shall have a Master's Degree and shall meet endorsement requirements for a full-time vocational teacher in at least one of the vocational areas to be supervised. Should have training and experience in school administration.

B. Experience

Shall have had a minimum of three years successful teaching experience as an approved vocational educator in one or more of the recognized vocational education fields and/or shall have had a minimum of three years of supervisory experience over a recognized vocational field.

C. The person to be hired as a Local Director must request vocational endorsement for that position from the Director of Certification, State Department of Education, Capitol Building, Santa Fe, New Mexico, 87501. This request must be referred to the Assistant State Director of Vocational Education for approval.

VI. YOUTH ORGANIZATIONS

It will be the duty of the Local Director to provide leadership and direction for all vocational teachers in the performance of their responsibilities toward all vocational youth activities.

APPENDICES

APPENDIX A

STATE OF NEW MEXICO
Department of Education
Division of Vocational Education
Santa Fe, New Mexico 87501

New Program _____

_____

Continuing Program _____

_____

School: _____

District: _____

AGREEMENT FOR THE PARTICIPATION OF AN APPROVED LOCAL VOCATIONAL DIRECTOR
SECONDARY/POST-SECONDARY

Agreement is hereby made between the State Board for Vocational Education, area of Administration, and _____ (School Board) _____ (Location) for the participation of a Local Director of all Vocational Programs at _____ (Name of School or District). Subject to all regulations of the State Plan, Policies and Procedures Manual, and the availability of funds, the Division of Vocational Education will reimburse the _____ (Name of Specific School or District) for the operation of the vocational program stated above. The Division of Vocational Education will provide assistance, service and supervision as needed.

The _____ (Name of School) School agrees to establish the duties as set forth in the State Plan and Policies and Procedures Manual for Vocational Education in New Mexico.

Appendix A (con't)
State of New Mexico
Agreement - Local Director
Department of Education

The aforementioned duties include:

1.32-1 Local Director

Duties

A. Shall be responsible for the overall direction of all phases of vocational education organized in the local district or region to which assigned. These duties shall include the promotion, coordination and supervision of all vocational education programs.

B. Shall be responsible for the development of the local plan for vocational education for that school district or geographical service area.

C. Shall assist teachers in each vocational division with the development of instructional materials, teaching methods and job analysis.

D. Shall be responsible to the local administrator in charge of the total education program for the foregoing duties and such other duties in connection with vocational and other duties as he may be assigned by the local board of education.

The local school shall be required to keep records and make reports as requested by this Division.

This agreement will be continuing for this and succeeding fiscal years unless termination is requested in writing by either party.

_____ _____
Superintendent of Schools Date

_____ _____
Assistant State Director of Vocational Ed. Date

_____ _____
State Director of Vocational Education Date

(Submit Forms in Triplicate)

POLICIES
AND
PROCEDURES
FOR
OFFICE
EDUCATION
IN
NEW MEXICO

1970

STATE DEPARTMENT OF EDUCATION
EDUCATION BUILDING
SANTA FE, NEW MEXICO

POLICIES AND PROCEDURES FOR THE OPERATION

OF

VOCATIONAL OFFICE EDUCATION PROGRAMS

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VOCATIONAL OFFICE EDUCATION

I. PHILOSOPHY OF VOCATIONAL OFFICE EDUCATION

Office Education is a vocational program which prepares the student for a career in an office occupation anywhere from entry level on through management or supervision. In the Office Education Program, skills, knowledges and procedures learned in class are fused with learning from an actual job or a simulated situation. Office Education may be terminal in nature or lead to further education and training.

Programs are operated in Office Education at the high school, post high school and college levels. In addition, special programs are offered for youth and adults. Office Education is for the student who wants it, needs it, and is able to profit by it.

The basic philosophy governing the criteria for approved programs in Vocational Office Education is that of vocational competence of the student. Concomitant outcomes of Vocational Office Education are development of office skills, communication skills, job skills and students' attitudes and personality.

Preparation for work has always been an important part of education. Success at work is essential for survival and for the development of a good life. To provide one's share of the goods and services as needed by mankind is a recognized attribute of citizenship. As public schools have been established, Vocational Education increasingly has been included as a part of a total educational program.

Vocational Office Education, organized and taught in the classroom and on the job in a systematic, business-like manner, contributes immeasurably to the development of a vocationally-competent student.

II. OBJECTIVES OF VOCATIONAL OFFICE EDUCATION

A. General Objectives:

1. To provide youth with a gainful vocational competency in office occupations.

2. To develop an understanding of business organization, office procedures, customs and techniques.

3. To bridge the gap from school to entry level office occupations.

4. To provide an effective program integrating the school, students and the business community.

5. To provide students with an opportunity for practical application of theory and principles in cooperative training and simulated activities.

B. Specific Objectives

1. Related Knowledge Development:

a. Acquires the proper background

1) Information basic to performance of skills

2) Information basic to performance of office routines and procedures

3) Continue development of knowledge of business in general and our economic system

2. Skill Development in Communication:

a. Acquire marketable skills

1) Build speed and accuracy in such skills as typing, shorthand, and transcription

2) Build speed and accuracy in working with business forms

3) Practice common business procedures such as filing, telephoning and operation of business machines

4) Improve spelling

5) Improve penmanship

6) Improve computational skills

3. Attitude and Personality Development:

a. Acquire an employable personality

1) Dress appropriately for the office

2) Be dependable, punctual and exercise tact and courtesy

3) Learn to cooperate and work harmoniously with fellow workers

b. Practice critical self evaluation

1) Strive to continuously improve yourself

4. Integration of Knowledge Ability:

a. Problem Solving

1) Situations in class

2) Situations that arise on the job

3) Combined use of learnings applied to the job

5. Vocational Competency Development:

a. Develop an appreciation for various types of employment

b. Discover the merits of various office jobs

c. Select an occupation and prepare to enter it

1) Consider information available on the particular job

2) Consider the value of your work experience

3) Consider present employment needs

4) Apply for an actual job before graduation

d. Evaluate the value of the coordinated activities of work experience

1) Immediate and present merits

2) Later effects

(a) Successful performance of duties

(b) Promotion and related job values

III. ADMINISTRATION

A. State Administration: The State Board, through the State Director of Vocational Education and the State Supervisory Staff, is responsible for:

1. Leadership and direction of the Office Education Program in the State

2. Periodic program reviews to see that Federal funds and matching local funds are spent in accordance with the State Plan and that Federal funds do not supplant any State or local funds and to check that education is of high quality and is suited to the needs and abilities of the student

3. Planning, preparing and distributing instructional materials

4. Planning and promoting State programs of Office Education

5. Reimbursing Vocational Office Education programs, subject to availability of funds, which meet the following requirements:

   a. Program meets the needs of persons who are preparing to enter office occupations and who have signed a tentative career objective which is recorded by the local school

   b. Programs of instruction shall provide for:

      1) Sequential business education courses leading to the capstone cooperative related class or intensive two-period block class

      2) A minimum enrollment of 12 students and a maximum of 24 students

6. Services to Local Schools

   a. Assist in surveying and planning for new Office Education programs

   b. Assist with instructional problems in Office Education

   c. Assist in planning and preparing instructional material

   d. Assist in improving programs in Office Education

   e Assist in securing qualified teachers and teacher coordinators

   f. Assist in improving local programs of youth activities

   g. Assist in planning new facilities

7. Evaluation of Vocational Office Education Programs

8. Approval of Certification Endorsement of Teac s

   a. Persons planning to teach Vocational Offic ducation in New Mexico must meet qualifications outlined in the State Plan for Vocational Education .

   b. To secure certificate endorsement, applicants must submit an Application for Certification Endorsement in Vocational Office Education in duplicate and the Employer's Statement of Employee's Experience in triplicate. The State Supervisor will then request vocational endorsement from the State Certification Director.

9. Appointment of State Advisory Committee for Vocational Office Education Program: A State Advisory Committee for Vocational Office Education may be appointed by the State Board of Vocational Education upon recommendation by the State Supervisor of Vocational Office Education.

10. Approval of Vocational Office Education Programs in local schools, when they meet the requirements for a cooperative or intensive office laboratory program, will enter into an agreement with the State Department of Vocational Education. The agreement shall include the type program offered and the standards to be followed.

11. Planning and promoting the New Mexico Office Education Association as an integral part of Vocational Office Education. The State Supervisor of Office Education shall be the State Advisor and will be responsible for the State Association of OEA. Other youth organizations (such as FBLA, FSA, FDPA) may affiliate with OEA if the students are enrolled in a Vocational Office Education Program.

12. Planning and conducting in-service training for Vocational Office Education teacher coordinators.

13. Making reports as requested by the State Board and the U. S. Office of Education.

14. Cooperate with other agencies on educational programs.

15. Planning and conducting research.

16. Planning and promoting teacher-training programs in Vocational Office Education in cooperation with the teacher-training institution.

17. Establishing standards for Vocational Office Education programs, facilities, classroom, equipment and supplies.

B. Local Administration

1. The local board of education has the authority to determine whether Office Education programs will be offered in the local school and will make application to the State Board, through the State Supervisor of Office Education, for a program. Upon recommendations of the teacher coordinator, principal and superintendent, the local board will determine what Vocational Office Education program will be offered. This program will be in conformity with the State Plan and Policies and Procedures. The local board will provide funds for salary and travel (for teacher coordinators), equipment, supplies and facilities.

2. The emplyment of teacher coordinators for Vocational Office Education is the responsibility of the local board of education. The local board shall check with the State Supervisor concerning selection of a qualified Vocational Office Education teacher coordinator (to be employed on a ten-month contract for cooperative programs and nine and a half months for intensive programs).

3. The local board and administration will request such plans and reports from the teacher coordinator as necessary to keep informed on the operation of the Vocational Office Education Program.

4. The local board, through the local administrators and teacher coordinators, is responsible for:

   a. Leadership and development of the Vocational Office Education Program.

   b. A written plan for a program of Vocational Office Education which includes objectives, plan of operation, course of study, work experience, coordination and youth group activities.

   c. Planning instruction, providing instructional material, making arrangements for resource people and demonstrations and field trips.

   d. Planning and developing training stations for the Cooperative Office Education Program.

   e. Planning and supervising the local chapter youth activities.

   f. Preparing reports and submitting to the local board and the State Department of Office Education.

   g. Keeping records of students' cooperative training, placement and follow-up studies, club activities, and equipment and supply inventories.

   h. Guidance counseling of Vocational Office Education students.

   i. Providing facilities for Office Education classroom, storage space, equipment, supplies and necessary instructional materials.

   j. Providing funds for transportation and travel expenses of teacher coordinators for supervision of the Office Education Program in conformity with the State Plan and Policies and Procedures.

   k. Selecting a local advisory committee composed of lay members to make recommendations to the local board, administration and teacher coordinator for improvement of the Vocational Office Education Program in the community.

IV. INSTRUCTIONAL PROGRAMS

A. Secondary

1. The Vocational Office Education Program (including data processing) in secondary schools consists of two major areas:

   a. Cooperative Office Education. A minimum of three sequential business education courses leading to the "Capstone" two-period block class, which is offered to students in the senior year that develops skills, knowledges and understanding interrelated with actual work experience in the preparation for job entry.

1) Option: A minimum of four sequential business education courses leading to the "Capstone" one-period related class which is offered to students in the senior year that develops skills, knowledges and understanding interrelated with actual work experience in the preparation for job entry

b. Intensive Office Education. A minimum of three sequential business education courses leading to the "Capstone" two-period block class which is offered at the junior or senior year and provides simulated office training in a realistic office setting.

B. Post Secondary

1. The Vocational Office Education program (including data processing) in the post-secondary schools consists of three major area:

a. Intensive Office Education. Programs of at least ten months may be offered in secretarial and clerical careers. The program should include educational experiences at initial, refresher and/or upgrading levels related to the students' career objectives. These programs should simulate an office and be job oriented and have vocational competency of the student as the prime goal.

b. Comprehensive Office Education. Programs of this type, based on the career objectives of the students, may be organized on a basis similar to intensive or two-year program. Length of these programs will depend upon the vocational ability of the student. These programs shall be in secretarial, clerical, accounting or data processing occupations.

c. Specialized Post-Secondary Vocational Office Education Programs (Occupational careers: Medical Secretary, Legal Secretary, etc.). Programs of this type, based on the career objective of the student, may be organized on a basis similar to the intensive or comprehensive program.

C. Adult

Adult programs may be set up in schools or communities for initial, refresher or upgrading experience where it is desirable. These programs may be combined with practical on-the-job work experience, where possible.

D. Standards for a Quality Secondary Program

1. The secondary cooperative and intensive programs are designed for those students who have indicated a tentative career objective for office occupations and can be in the following four office occupational areas:

a. Clerical Occupations OE 14.0300

b. Secretarial Occupations OE 14.0700

c. Bookkeeping and Accounting Occupations OE 14.0100

d. Data Processing Occupations OE 14.0200

2. An individual school may offer either or both the Cooperative or Intensive Office Education Program. However, a school may not have more than one reimbursable Intensive Office Education Program unless the school also has a Cooperative Program; then, depending on school size, a school can have additional reimbursable Intensive Office Education Program.

3. The suggested basic curriculum sequence and units of instruction for secondary schools are outlined in the New Mexico Guide for Cooperative and Intensive Office Education.

4. In any adaptation of the aforementioned Office Education Programs, it is recommended that:

a. The Cooperative and Intensive Programs must be directed by a qualified vocationally-endorsed teacher coordinator.

b. The selection of the students must be carefully done. Only those students with a signed tentative career objective must be admitted to the Cooperative or Intensive Program.

c. Participation in youth group activities should be a vital integral part in office occupations instruction. The activities will serve the advisor as a teaching tool by creating interest and a competitive spirit and will create enthusiasm for learning, promote high standards of ethics, workmanship and scholarship.

d. Teachers in both the Cooperative and Intensive capstone course must be on extended contract time:

1) Minimum cooperative teacher coordinator contract--10 months

Duties on extended contract time:

(a) Attend summer vocational conference

(b) Secure training station

(c) Student Placement

(d) Evaluation of student trainees

(e) Set up work evaluation

(f) Follow up reports

(g) Completion of semester reports

(h) Advisory Committee Meetings

(i) Updating office experience

2) Minimum intensive teacher coordinator contract--9 1/2 months

Duties on extended contract time:

(a) Attend summer vocational conference

(b) Develop rotation plan and materials for simulated projects

(c) Follow up reports

(d) Completion of semester reports

(e) Advisory Committee Meetings

(f) Updating office experience

e. Advisory committee composed of laymen for the purpose of assisting the school to determine what program area or areas will be offered in the secondary or post-secondary schools.

The responsibilities of the committee should also include the following:

1) Aid in the development of standards for both school and work experience training.

2) Aid in developing course content.

3) Aid in developing training stations.

f. The following must be provided for all Cooperative Office Education Programs:

1) A training agreement and step-by-step training plan must be on file for all Cooperative Office Education students.

2) Provide a minimum of 1/2 hour per week per student for teacher coordination.

3) Provide funds to compensate the coordinator for use of his automobile for coordination and approved cooperative office education business.

4) A private office should be available to the coordinator with an outside telephone line.

E. Standards for a Quality Post-Secondary Program

1. The Post-Secondary Vocational Office Education Programs are designed for students who have a career objective for office occupations and can be in any one of the four occupational areas:

   a. Clerical Occupations OE 14.0300

   b. Secretarial Occupations OE 14.0700

   c. Accounting Occupations OE 14.0100

   d. Data Processing Occupations OE 14.0200

2. Post-Secondary Vocational Office Education and Data Processing

   a. Employ a vocationally-endorsed teacher.

   b. Teachers in reimbursed vocational programs should attend the annual vocational teachers' conference.

   c. Should provide for a Vocational Office Education youth activity club as an integral part of the Office Education Program.

   d. Must provide for an advisory committee composed laymen.

V. QUALIFICATIONS OF TEACHER

A. Secondary and Post-Secondary Teacher Coordinator Qualifications (Teacher coordinators operating either a related Cooperative class or a secondary two-period block Intensive class)

1. Teacher coordinators of Cooperative and Intensive Office Education Programs must have the following minimum requirements for certificate endorsement:

   a. Graduation from a college or university with a major or minor in Vocational Office Education or business education.

   b. Eighteen semester credits in technical subject matter courses such as Typing, Shorthand, Office Machines, Office Practice, Accounting or other business education subjects.

   c. A minimum of six semester credits in Vocational Office Education subjects such as Foundations for Office Education, Coordinating Techniques, Organization of Cooperative Programs, Supervising Youth Organizations in Vocational Education, etc. (A teacher coordinator in a Cooperative Office Education Program must have at least one class in coordinating techniques.)

   d. At least two years or 3,000 clock hours of work experience in any office occupation certified by the employer or employers.

e. It is recommended that persons planning to be Office Education teachers coordinators choose several Vocational Office Education courses to strengthen their vocational background.

2. Teacher Coordinators of Secondary Data Processing Programs

a. Graduation from a college or university with a major or minor in Business Education, Business Administration or Data Processing.

b. A minimum of nine semester credits in technical subject matter courses such as Introduction to Data Processing, Computer Operations, Cobol Programming, or other data processing courses.

c. At least three-fourths year or 1,500 clock hours of work experience in any Data Processing occupation.

d. It is recommended that persons planning to be Data Processing teacher coordinators choose several Data Processing courses to strengthen their background.

B. Post-Secondary Teacher Qualifications

1. Teachers of post-secondary Vocational Office Education must have the following minimum requirements for certificate endorsement.

a. Business and Office Education teachers shall have a baccalaureate degree with a major or minor in Business Education and three-fourths year or 1,500 hours as a paid worker in an office occupation certified by employer or employers on the form provided.

b. Additionally, these teachers will have at least three semester hours in professional Vocational Office Education courses such as, but not limited to, the following: Foundation for Office Education, Organization and Administration of Vocational Education, Supervision of Youth Organizations in Vocational Education, Philosophy of Vocational Education, etc.

c. It is recommended that persons planning to be Office Education teachers choose several vocational courses for electives to strengthen their vocational background.

2. Post-Secondary Data Processing Teacher Qualifications

a. Teachers of post-secondary Data Processing Programs must have one of the following minimum qualifications for certificate endorsement.

1) Baccalaureate degree with a major in Data Processing or Computer Science.

2) Baccalaureate degree and one year data processing experience with six months of programming or system analysis.

3) Associate degree in Data Processing with minimum of two years' data processing experience in the area to be taught.

4) No degree but a minimum of five years' data processing experience in the area to be taught.

A person with any deficiency in the above requirements will be given a one-year temporary endorsement and will not be eligible for re-endorsement until minimum requirements are met.

C. Adult Teachers and Coordinators Qualifications

Shall have a background of education adequate to carry out, under supervision, the objectives of the training program as determined by the State Board of Education. Shall have had successful experience in the area in which training is offered and/or be recognized for his expertise in the field as determined by the State Board of Education. Shall have 1,500 hours of work experience in an office occupation.

D. Recommendations for Temporary Certification: (All areas of instruction--Secondary, Post Secondary and Adult.)

1. Teacher coordinators or vocational teachers having shortages in any of the items listed in the previous paragraphs may be recommended for one-year temporary vocational endorsement.

2. Shortages must be removed at the minimum rate of three semester hours per year and/or 300 clock hours of work experience in an office occupation. If no shortages are present, the person will be recommended for a five-year vocational endorsement.

E. Procedure for Application for Vocational Office Education Endorsement

1. Forms to be submitted to the State Supervisor of Office Education, State Department of Education, Santa Fe, New Mexico 87501.

   a. The form, Employer's Statement of Employee's Experience, providing signed evidence by each employer of applicant's work hours must be sent to the State Supervisor of Office Education. (See Appendix)

   b. Form OE-6, Application for Vocational Office Education Teacher or Teacher Coordinator Endorsement, must be completed and returned to the State Supervisor of Office Education. (See Appendix)

2. All Vocational Office Education endorsements are completed by the Certification Office, State Department of Education.

F. Requirements for a Renewal of the Five-Year Certificate

1. The completion of eight semester hours of credit in subjects approved by the State Supervisor of Office Education and other necessary local authorities.

2. Certification by the employing authority of five years of successful teaching experience during the ten-year period.

3. It is recommended that teacher coordinators update their work experience in an office occupation.

G. Persons Holding a Life Certificate or a Continuing Ten-Year Professional Secondary Certificate Must Renew Each Ten Years by:

1. Completion of eight semester hours of credit and/or certification by the employing authority of five years of successful teaching experience during the ten-year period.

2. It is recommended that teacher coordinators update their vocational credit hours and work experience in an office occupation.

VI. SUPERVISED EXPERIENCE OR COOPERATIVE PROGRAMS. (See Instructional Programs IV)

VII. OFFICIAL TRAVEL OF VOCATIONAL OFFICE EDUCATION TEACHERS AND TEACHER COORDINATORS

1. Teachers and teacher coordinators will be reimbursed for travel, lodging and meals for attendance at the State Vocational Teachers' Annual Conference.

2. The local board will reimburse the teacher coordinator for all coordination, travel and any other activities that they must attend.

VIII. TEACHER EDUCATION IN OFFICE EDUCATION

1. Eastern New Mexico University, Portales, New Mexico, has been designated by the State Department of Vocational Education as the teacher education institution for Vocational Office Education.

2. Teacher-training personnel will be selected by Eastern New Mexico University in cooperation with the State Board for Vocational Education, which is in accordance with the outline specifications in the State Plan.

3. The teacher-education institution along with the State Supervisor of Office Education will design an undergraduate and graduate program which includes work experience as an integral part of the program.

4. Extension courses and workshops will be arranged and conducted ty the teacher educator as deemed necessary by the State Supervisor of Office Education.

5. In-service training for teachers as needs occur will be worked cooperatively by the teacher educator and the State Supervisor in Vocational Office Education teacher program training.

6. Instructional Materials and Research: The teacher educator of Office Education, in cooperation with the State Supervisor of Office Education, will help prepare teaching materials to be distributed to the teacher coordinators. The teacher educator, in cooperation with the State Supervisor, will prepare and do research for Vocational Office Education Programs in New Mexico.

IX. YOUTH ORGANIZATIONS

1. The Office Education Association is a vital integral part of the Office Education Program designed for "Developing Vocational Competency in Office Occupations."

2. Participation in the Office Education Association is encouraged for both secondary and post-secondary students enrolled in reimbursed Office Education programs. Provisions are also made for other youth organizations through a federated umbrella approach.

APPENDICES

APPENDIX A

INSTRUCTIONAL CODES AND TITLES

OFFICE EDUCATION

14.000000	**OFFICE OCCUPATIONS**
01	Accounting and Computing Occupations
0101	Accountants
0102	Bookkeepers
0103	Cashiers
0104	Machine Operators: Billing, Bookkeeping, and Computing
0105	Tellers
0199	Accounting and Computing Occupations, Other
02	Business Data Processing Systems Occupations
0201	Computer and Console Operators
0202	Peripheral Equipment Operators
020201	Key Punch and Coding Equipment Operators
0203	Programmers
0204	Systems Analysts
0299	Business Data Processing Systems Occupations, Other
03	Filing, Office Machines, and General Office Clerical Occupations
0301	Duplicating Machine Operators
0302	File Clerks
0303	General Office Clerks
0399	Filing, Office Machines, and General Office Clerical Occupations, Other
04	Information Communication Occupations
0401	Communication Systems Clerks and Operators
0402	Correspondence Clerks
0403	Mail and Postal Clerks
0404	Mail Preparing and Mail Handling Machine Operators
0405	Messengers and Office Boys and Girls
0406	Receptionists and Information Clerks
0499	Information Communication Occupations, Other
05	Materials Support Occupations (Transporting, Storing, and Recording)
0501	Planning and Production Clerks
0502	Quality Control Clerks
0503	Shipping and Receiving Clerks
0504	Stock and Inventory Clerks
0505	Traffic, Rate, and Transportation Clerks
0599	Material Support Occupations (Transporting, Storing, and Recording), Other
06	Personnel, Training, and Related Occupations
0601	Educational Assistants and Training Specialists
0602	Interviewers and Test Technicians
0603	Personnel Assistants
0799	Personnel, Training, and Related Occupations, Other
07	Stenographic, Secretarial, and Related Occupations
0701	Executive Secretary
0702	Secretaries
0703	Stenographers
0799	Stenographic, Secretarial, and Related Occupations, Other
08	Supervisory and Administrative Management Occupations
0801	Administrative Assistants
0802	Budget Management Analysts
0803	Clerical and Office Supervisors
0804	Data-Methods and Systems Procedures Analysts
0805	Office Managers and Chief Clerks
0899	Supervisory and Administrative Management Occupations, Other
09	Typing and Related Occupations
0901	Clerk-Typists
0902	Typists
0999	Typing and Related Occupations, Other
99	Office Occupations, Other

APPENDIX B

EVALUATION RATING SCALE

The evaluation scale for the instrument provides a choice of eight rating categories. Each item is scored by using an appraisal based on accepted standards as they appear to the faculty, the administration and the visiting evaluators.

Definition of Scale:

5 Approved with Commendation - a mark of five indicates this item is performed or exists to the extent of going significantly beyond required standards. This reflects a consistently high level of effectiveness.

4 Approved above Standards - a mark of four indicates this item is performed or exists to the extent of exceeding requirements of the minimum standards but may include some variability of quality. This reflects a generally high level of effectiveness.

3 Approved - a mark of three indicates this item is performed or exists to the extent of meeting minimum standards. It shows a generally accepted level of effectiveness.

2 Advised - a mark of two indicates this item is performed or exists in a questionable manner at the level of effectiveness sufficient to require action to improve the condition.

1 Conditional - a mark of one indicates this item is performed or exists to an extent so deficient that it needs to be corrected immediately.

0 Disapproved - a mark of zero indicates this item fails to qualify for any other classification and is unacceptable.

M A mark of M indicates this item is missing but is needed for an effective program.

NA A mark of NA indicates this item does not apply.

APPENDIX C

NEW MEXICO STATE DEPARTMENT OF EDUCATION

EVALUATION INSTRUMENT

_____ Vocational Office Education
(grade level)

I. PHILOSOPHY AND OBJECTIVES

A. The underlying philosophy of the Vocational Office Education program includes the following principles:

B. Principal objectives of the Vocational Office Education program may be stated below:

II. PROGRAM ORGANIZATION

A. Textbooks and Supplemental Materials

Textbooks and supplemental materials	Grade level	Subject	Copyright dates

B. Learning Teaching Activities

1. Philosophy and Objectives of Vocational Office Education

   a. Coordinators or teachers have a good thorough written philosophy and objectives. ____

   b. The philosophy and objectives are carried out in their teaching. ____

   c. The prime objective of the coordinators and teachers is teaching toward vocational competence of the students. ____

   d. Skill development is one of the objectives. ____

   e. Development of social abilities, human relations and better citizenship are part of the philosophy and objectives of the program. ____

   f. The philosophy involves students, teachers, parents, the business community and the general public. ____

   g. The coordinator and teachers in the program know local and national job needs and employment standards. ____

   h. Follow-up studies of the students are conducted and records maintained. ____

   i. Placement opportunities and assistance are conveyed to the students. ____

j. Work experience or suitable simulated experience is provided for the student. _____

k. Students, parents, administrators, other teachers, businessmen and the general public are cognizant of the philosophy and the objectives of Vocational Office Education. _____

2. Activities to Extend the Competence and Motivation of Students

a. Instruction contributes to the general objectives of the vocational programs. _____

b. Students develop a high degree of standards in office production. _____

c. The program has an active O.E.A. club program. _____

d. Activities of the O.E.A. club involve students, school and business community. _____

e. The O.E.A. club program serves as an educational and motivational device for students. _____

f. Students are allowed to help plan activities and develop leadership ability. _____

g. The coordinator and teachers are enthusiastic in carrying out the various activities. _____

h. The teacher or coordinator uses a variety of teaching methods. _____

i. The teacher or coordinator uses audiovisual aids effectively. _____

j. The teacher uses field trips and other outside classroom activities to stimulate student interest. _____

k. A high degree of student participation is encouraged in all learning activities. _____

3. Operation and Effectiveness of the Vocational Office Education Program (Public Relations)

a. The student body is well informed concerning the program. _____

b. The faculty is well informed concerning the program. _____

c. The guidance staff is well informed concerning the program. _____

d. The administrative staff is well informed concerning the program. _____

e. The parents are well informed concerning the program. _____

f. Community surveys are made to determine needs. ____

g. The program is respected in the community. ____

h. The program has an informational brochure. ____

i. The coordinator uses news media to spread the news of the program and the club program. ____

j. Promotion of the program is a vital part of the program. ____

4. Coordination

a. The coordinator plans his coordination time wisely. ____

b. The coordinator visits and observes the student regularly on the job. ____

c. The coordinator confers regularly with the managers and job sponsors concerning the students. ____

d. The coordinator, with the help of the job sponsors, prepares a training plan for each student employed. ____

e. The coordinator has an evaluative device for use by the employers. ____

f. An annual report is made to the school administration. ____

g. Administrators are kept up to date and well informed on the program. ____

h. Coordination time is used for coordination. ____

i. The coordinator and his class participate in business activities. ____

j. The coordinator brings businessmen and employers together with the students in such events as employer-employee banquets, service club gatherings and other such events. ____

k. The coordinator has good rapport with the businessmen in the training stations. ____

5. Work Stations

a. The students work a minimum of 15 hours per week on a job for pay during school time. ____

b. All students enrolled in the cooperative program are employed. ____

c. Cooperative students are rotated on the job and allowed to get the most complete picture of the operation of the business. ____

d. There is a variety of work stations and jobs. _____

e. Employers understand, appreciate and support the program. _____

f. Frequent visits are made to non-cooperating businesses for the purpose of gaining new training stations. _____

g. Work stations are selected on the basis of their ability to provide well-rounded experiences and learning situations. _____

h. Employers understand that they have a responsibility in training the students. _____

i. The coordinator places students according to State and Federal labor laws and regulations. _____

6. Selection of Students

a. The coordinator has the privilege and final authority in the selection of students for the office class. _____

b. Parent conferences are held. _____

c. Guidance personnel assist in selection of students. _____

d. Administrators, parents, students, faculty, advisory committees, employers and others are kept informed of selection criteria. _____

e. The coordinator has each student fill out an application form for the office program. _____

f. The coordinator has a personal conference with each applicant of merit. _____

g. The coordinator attempts to match the student with the job. _____

h. The coordinator consults with fellow faculty members regarding student selection and placement. _____

i. Students are selected who meet the necessary criteria to make competent workers in the world of work. _____

C. Equipment and Materials

1. Instructional Materials and Resources

a. Coordinators have a written course of study for the program. _____

b. Coordinators have prepared and use supplemental units. _____

c. Coordinators remain current and know the materials in their field and implement it in their teaching. _____

d. Textbooks are current and appropriate for the subjects taught. ____

e. Coordinators select their own teaching materials. ____

f. Adequate reference books are provided in the classroom. ____

g. Adequate business periodicals are provided in the classroom. ____

h. Business pamphlets, brochures and other publications are organized and available for use and are current. ____

i. The coordinator maintains a file of instructional materials. ____

j. Individual instruction materials are used wisely and extensively. ____

k. Local business resources are utilized. ____

l. Appropriate audiovisual aids are available. ____

m. Appropriate audiovisual aids are used by the coordinator. ____

n. Local businessmen are utilized for classroom aids. ____

o. Former students are utilized. ____

p. The needs of the individual students are considered foremost. ____

q. Programmed materials and other such aids are used. ____

r. Adequate reference books are provided in the library relative to Office Education. ____

s. Adequate periodicals and other reference materials are provided in the library relative to Office Education. ____

t. Sufficient funds are available for new materials and replacement of old materials. ____

D. <u>Classroom and Facilities</u>

1. Physical Facilities and Equipment

a. The office and business education classrooms are located together in the same general area. ____

b. Rooms assigned for business machines and typewriters are soundproof or located in such a manner as not to interfere with other classrooms. ____

c. The color scheme in each room is appropriate and conducive to a good learning atmosphere. ____

d. Facilities and equipment are comparable to those found in present day business offices. ____

e. The teacher is provided with adequate and appropriate office space, equipment, and working facilities, and a private area is provided for counseling with students. ____

f. The number and size of rooms assigned to Office Education are adequate in size and number for students and equipment. ____

g. The teacher has at least two four-drawer file cabinets for his use. ____

h. The students are provided with at least one four-drawer file. ____

i. There is sufficient storage space for student materials. ____

j. There is sufficient storage space for books, supplies, audiovisual equipment and other teaching supplies. ____

k. Adequate lighting is provided throughout the facility. ____

l. There are sufficient electrical outlets, and they are located in such a manner that they are not a safety hazard. ____

m. Each room has an ample number of chalkboards. ____

n. The bulletin boards are ample in size and number. ____

o. Equipment is up to date according to the needs of the community and the students. ____

p. Sufficient machines and other equipment are provided so students may be taught on a rotation schedule and these machines are of a type being used in modern offices. ____

q. Audiovisual equipment appropriate for Office Education is available. ____

r. All equipment is replaced on a systematic basis. ____

s. All equipment is serviced regularly. ____

t. Chairs and desks are designed to encourage correct posture. ____

u. Some manner of office simulation is followed with the equipment. ____

v. The room arrangements are modern and satisfactory. ____

w. Demonstration stands are provided for use in skill subjects. ____

x. Each room, where electrical equipment is used, is provided with a master control switch. ____

y. Washing facilities are readily available to all business classrooms and a wash basin is provided in the office and typing classrooms. ____

z. Heating, cooling and ventilation are satisfactory. ____

E. Evaluation

1. Student Testing and Program Evaluation

a. Follow-up studies are used as a means of evaluating the effectiveness of instruction. ____

b. A variety of tests and evaluation procedures are used. ____

c. Student conferences are part of the evaluation procedure. ____

d. Evaluation of office occupations knowledges, skills and understandings is made in terms of occupational competency. ____

e. Students working on the job are rated by their employers and after conferences with the coordinator, a grade is assigned by the coordinator. ____

f. Evaluation procedures are reviewed periodically in light of changing student and community needs. ____

g. The individual student is given the first consideration in evaluation in regard to aptitudes, abilities, work habits, attitudes and character traits. ____

h. Evaluation is used as a basis for planning instruction and measuring growth and learning. ____

i. Evaluation procedures use the standards of business and the office. ____

j. Examination of specific job competencies and opportunities is used for vocational guidance. ____

III. CURRICULUM PLANNING AND DEVELOPMENT

A. Organization and Administration of Vocational Office Education Programs

1. Evaluating Program Organization

a. The program is organized according to the state plan and the directives of the State Supervisor of Office Education. ____

b. Qualified Vocational Education personnel, both administrative and supervisory, are responsible for the program. ____

c. All administrative school officials are familiar with the program and give it their undivided support. ____

d. Supervision of instruction is provided by the Office Education department. ____

e. The school schedule is designed so that as many students as possible can benefit from the program. ____

f. The school schedule is arranged to give the teacher sufficient preparation and/or supervision time. ____

g. Provisions are made for appropriate in-service education of teachers. ____

h. The program is based on the needs of the students and the community. ____

i. Class size is determined by factors, such as type of instruction, available work areas, and state recommendations. It is not excessive. ____

j. An advisory committee, representative of local business, assists in an advisory capacity only, in planning and operating the program. ____

k. A two-hour block of time is provided for the office class. ____

l. The coordinator is on an extended contract of at least nine and a half months duration. ____

m. The program supports an active O.E.A. club program. ____

n. The content of the program is developed by the Office Education department of the school with the help of the administration and the advisory committee. ____

o. The school and its administration support the teachers in their attendance at professional meetings, workshops and student participation gatherings. ____

B. <u>Course Offering-Curriculum Planning and Development</u>

1. Evaluating Course Planning

a. The program is planned according to the needs of the students and the community. ____

b. Typewriting is required of all students enrolled in Office Education. ____

c. Follow-up studies are used in curriculum planning and development. ____

d. The course offering in business and Office Education is complete. ____

e. The office and business departments provide for continuity and articulation between its program and the business and office programs of the junior high school and post high school education institutions in the community. ____

f. The office and business departments provide for continuity and articulation between its program and the programs of other departments in the school. ____

g. The office and business departments provide for continuity and articulation between the O.E.A. club program and the other curricular and extra curricular programs of the school. ____

h. The school has a well-developed course of study. ____

i. The teacher has a well-developed course of study and course outlines for each course taught. ____

j. Periodic surveys, conferences and evaluations are made for curriculum planning and development and change. ____

k. Sufficient prerequisites are required of students enrolling in the Office Education program. ____

l. The administration, teachers, counselors, advisory committees, businessmen and others participate in curriculum planning and development. ____

m. The coordinator plans, develops and teaches adult Office Education classes. ____

C. Counseling and Guidance

1. Evaluating Counseling and Guidance

a. Guidance counselors assist in procuring qualified students for Office Education classes. ____

b. Periodic conferences are held between teachers, coordinators and counselors. ____

c. Aptitudes, interests, character and needs of the students are considered foremost. ____

d. Opportunities to learn about the program are made available to anyone who is interested. ____

e. The vocational Office Education program is supported by the guidance and administrative staffs. ____

f. Students, parents, administrators, other teachers and the general public are kept informed on the Office Education program. ____

g. The entire business community appreciates the existence and aims of the vocational Office Education program. ____

h. Opportunities to learn about the program are made available to anyone who is interested. ____

i. Guidance personnel are competent to counsel vocational students. ____

j. Guidance personnel render assistance in providing the student with job information and job placement. ____

IV. TEACHER QUALIFICATION AND PREPARATION

A. Teacher Training

1. Personal, Professional and Vocational Competence

a. Teacher preparation in terms of schooling and degrees. ____

b. Teacher is a member of and participates in professional organizations. ____

c. Teacher keeps up to date professionally. ____

d. Teacher presents a good personal appearance. ____

e. Teacher uses acceptable grammar in speaking and writing. ____

f. Teacher has work experience in an office and it is recent. ____

g. Teachers confer with businessmen and know the business field. ____

h. Teachers keep informed of new developments in Office Education. ____

i. Teachers are certified and vocationally endorsed to teach Office Education. ____

j. Teachers are knowledgeable vocationally and have a vocational philosophy in their teaching. ____

V. SELF-EVALUATION COMMENTS

NEW MEXICO STATE DEPARTMENT OF EDUCATION

EVALUATION INSTRUMENT

_____ Business Education
(grade level)

I. PHILOSOPHY AND OBJECTIVES

A. The underlying philosophy of the Business Education program includes the following principles:

B. Principal objectives of the Business Education program may be stated below:

II. PROGRAM ORGANIZATION

A. Textbooks and Supplemental Materials

Textbooks and supplemental materials	Grade level	Subject	Copyright dates

B. Learning-Teaching Activities

1. Philosophy and Objectives of Business Education Programs

   a. The philosophy is based upon careful analysis of the particular needs of the student and the community. ____

   b. Provision is made for the incorporation of new technological developments and for the changing needs of students as business conditions change. ____

   c. The programs provide the opportunity for enrichment by making it possible for the student to participate in extra-curricular activities, including fine and applied arts. ____

   d. Periodic business surveys and evaluations are an integral part of such programs. ____

   e. The staff is aware of local, State and national occupational opportunities. ____

   f. Communication skills are soundly built. ____

   g. Computational skills are satisfactorily developed. ____

h. Efforts are made to:

(1) Help students grow in understanding basic economic and legal concepts. ____

(2) Aid the students to become conversant with advanced technology. ____

(3) Develop desirable personal qualities in the students. ____

(4) Help the students cultivate an appreciation of the importance of effective human relations. ____

(5) Integrate skills and procedures. ____

i. The business department actively sponsors a business club. ____

_____ _____

_____ _____

(List appropriate ones)

j. The business department provides opportunities for student planned, all school assembly programs, school exhibits, bulletin board displays, demonstrations, tests, and similar activities, other _____. (Underscore those applicable) ____

k. The Instruction aids students in understanding the basics of business ownership, organization, management and procedures. ____

l. Effective work habits are stressed. ____

m. Instruction is such that business and Office Education curriculum has the same status in school and community as do other subjects. ____

C. Equipment and Materials

1. Instructional Equipment

a. Teaching aids, such as timers, stop watches, staplers and other small equipment are supplied. ____

b. The individual student desks and chairs satisfy the needs of the particular classes (adjustability, work space, ecc.). ____

c. A demonstration stand is provided in each skill area classroom. ____

d. Both manual and electric typewriters are provided. ____

e. Equipment is in good repair. ____

f. Equipment is systematically replaced. ____

g. Equipment is of a type commonly in use in business. ____

h. Equipment purchases for specific purposes is utilized for for those purposes. ____

i. There is suitable and adequate equipment either in a separate room or incorporated within the typewriting, shorthand or office practice rooms to enable the students to schedule practice on their shorthand from taped material during any of several periods during the day and/or after school. ____

2. Instructional Materials

a. Textbooks are current and appropriate for the subject matter. ____

b. Textbooks are selected by the business and Office Education staff. ____

c. Adequate, standard dictionaries and handbooks for secretaries are availabe in sufficient number in each classroom. ____

d. Current reference materials are accessible to the student within the department. Unabridged dictionaries, postal guide, telephone directory, city directory, atlases, selected pamphlets and charts, posters and clippings, other _____.(Underscore appropriate ones.) ____

e. Teacher-prepared materials, such as study and curriculum guides, specialized drills, methods books, and courses of study are available. Preferably, these are located within the department. ____

f. Up-to-date business publications, newspapers, pamphlets, handbooks and instructional manuals are available and efficiently used. ____

g. Appropriate types of audiovisual aids are available. ____

(1) The material is correlated with the course. ____

(2) The material is accurate in content. ____

(3) Age and experience of students are considered in selection of audiovisual aids. ____

(4) Audiovisual aids, materials and equipment are readily available when the teacher needs them. ____

(5) Provision for the purchase of equipment and materials is included in the school budget. ____

(6) Programmed listening devices and materials are available in the appropriate classrooms. ____

h. Pupils visit business offices and industries to discover job qualifications, working conditions and problems. ____

i. Former students and businessmen from the community come to the classrooms to give job informational talks. ____

j. Teacher demonstrations are generously used to clarify learning techniques and procedures. ____

k. The teacher makes recommendations to the school librarian for the purchasing of supplementary books, magazines, and periodicals of a business and economic nature for the school library. ____

l. The teachers preview and evaluate films and filmstrips before showing them to students. ____

D. Classroom and Facilities

1. Classroom

a. Rooms used for business education programs are adjoining. ____

b. Rooms containing business machines and typewriters are soundproof or located in such a manner as not to interfere with other classes. ____

c. The number of rooms assigned to the business education program is adequate for the enrollment. ____

d. The size and shape of the business and Office Education rooms permit layouts suitable to the purposes of the program. ____

e. The color scheme and general appearance of the rooms are conducive to a good learning environment. ____

f. The shorthand and transcription classes have immediate room arrangement to handle teachers to work with individual students. ____

2. Facilities

a. There are ample electrical outlets to meet the needs of the room. ____

b. A master control switch is provided in rooms containing electrical equipment. ____

c. Sufficient lighting is provided. ____

d. Allowance has been made to insure proper visibility when using audiovisual equipment. ____

e. There is a separate teacher office area for use as a planning and conference room. ____

f. Facilities and equipment are comparable to those found in present day business offices. ____

g. Each room has an ample number of chalkboards. ____

E. Evaluation

1. Student and Program Evaluation

a. A variety of tests is used to determine to what extent:

(1) Basic communication skills are being developed. ____

(2) Dictation and transcription activities are adequate. ____

(3) The student understands the basic organizational structure of business. ____

(4) A knowledge of frequently used business records is incorporated into the learning process. ____

(5) Satisfactory typewriting proficiency is being developed. ____

(6) Good bookkeeping or accounting knowledge is acquired. ____

b. Evaluation paralleling business-type supervision is an integral part of the testing program so long as the learning processes are not jeopardized. ____

c. Evaluation is used as a basis for planning instruction and measuring growth and learning with attainable but adequate and challenging standards. ____

d. Individual aptitudes, abilities, work habits and attitudes and character traits are factors considered in evaluation of students. ____

e. The interval timer and stopwatch are used wisely to measure student progress. ____

f. The results of tests which are given to the graduates of the program by local hiring agencies, businesses and governmental units, such as Civil Service and the State Employment Service are regularly reviewed. ____

g. There is agreement between the teachers and outside groups (hiring agencies, businesses, governmental units, State employment services, etc.) relative to the evaluative techniques and methods and the school achievement. ____

h. Follow-up studies are used as a means of evaluating the effectiveness of instruction. ____

I. CURRICULUM PLANNING AND DEVELOPMENT

A. Organization and Administration of Business Courses

1. Business Program Organizations

a. The business offerings include sequences of business subjects designed to prepare high school youth for entrance into and progress in both specific and general business occupational areas, such as clerical, stenographic, secretarial, record-keeping, bookkeeping, retail selling, etc. ____

b. The planned sequences of business subjects are effective in developing those abilities and skills necessary for entrance into and progress in the business occupations. ____

c. The business department, through its program of studies, offers such general courses as business mathematics, business English, economic geography, business law, general business, advanced business, consumer economics, other _____ (Underscore those applicable). ____

d. In both aspects of the business education program, cognizance is taken that college-bound students and non-business career students have a need for and can benefit from business education through such courses as those listed in "c" above. ____

e. The business department keeps the administration informed as to nature, purpose and progress of the evaluation and presents and sells a defensible plan for program improvement to the administration. ____

f. The business department determines its program of studies and subject matter content in terms of: ____

(1) The philosophy and objectives of the school and the department. ____

(2) The changing needs of students and community as revealed by guidance activities and studies conducted by the general guidance services office. ____

(3) Follow-up studies, surveys and experimentation conducted by members of the department. ____

(4) A sound analysis of changing educational philosophy and objectives, current problems and situations, and current changes in business and economic policies and practices. ____

(5) Suggestions and recommendation of the administration, teachers, patrons, businessmen, and graduates. ____

(6) Enrollment trends in the business subjects, employment trends in the area and education opportunities available to graduates. ____

g. The business department provides for continuity and articulation: ____

(1) Between its program and the business programs of the junior high school and post-high school education institutions in the community. ____

(2) Between its program and the programs of the social studies, home economics, mathematics and English departments. ____

(3) Between the extra class activities program and the curricular programs of the department. ____

h. The business department is flexible enough to provide for a dual-track program with other departments. ____

i. The business department provides for continuity in its program of studies (a planned sequence of courses is prescribed for and followed by business majors and minors; however, flexibility is maintained to provide for individual student interests and needs). ____

j. The business department utilizes periodic staff meetings to consider, evaluate and plan courses of action to be taken on all matters pertaining to curriculum, staff and instructional activities. ____

k. The business department selects teachers for the general business and economics courses on the basis of their course work background and interest in this area rather than on administrative expediency. ____

l. The parents of eligible students are oriented annually about the business subjects. ____

m. Opportunities to learn about the business education program are made available to anyone who is interested. ____

n. The student body at large is kept informed about the business education program, its requirements, its changes. ____

o. The business education staff of the school can answer questions concerning the programs in regard to credit, what its aims are, potential in the programs, etc. ____

p. The general teaching staff of the school is informed about the existence and purpose of the business education programs. ____

q. The teaching staff and the guidance staff cooperate in offering guidance to qualified students interested in the program. ____

r. The programs are supported by the administrative and guidance staffs. ____

s. Appropriate measures (tests, records, reports, prognostic ative and instructor interviews) are used in the selection of students for the vocational programs. ____

t. Results of prognostic tests are considered in advising students who wish to pursue a vocational program. ____

u. Provision is made for helping in the placement of graduates. ____

v. There is an employment follow-up made of each graduate of the programs. ____

w. Community and business organizations are kept informed regarding the programs. ____

x. The selection of students in relation to occupational objectives is effective. ____

y. Guidance personnel are competent to counsel business education students. ____

IV. TEACHER QUALIFICATION AND PREPARATION

A. Teacher Training

1. Personal and Professional Competency

a. Teacher preparation in terms of schooling and degrees. ____

b. Teacher is a member of and participates in professional organizations. ____

c. Teacher keeps up to date professionally. ____

d. Teacher presents a good personal appearance. ____

e. Teacher uses acceptable grammar in speaking and writing. ____

f. Teachers confer with businessmen and know the business field. ____

g. Teachers keep informed of new developments in Office Education. ____

h. Teachers are knowledgeable vocationally and have a vocational philosophy in their teaching. ____

V. SELF-EVALUATION COMMENTS

APPENDIX D

FORM O. E. 6 (Rev.)

STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL OFFICE EDUCATION
SANTA FE, NEW MEXICO

APPLICATION FOR CERTIFICATION IN VOCATIONAL OFFICE EDUCATION

TO BE SUBMITTED IN DUPLICATE IN FULFILLMENT OF THE MINIMUM REQUIREMENTS FOR VOCATIONAL OFFICE EDUCATION

NAME _____ DATE _____

ADDRESS _____ CITY _____

SCHOOL SYSTEM _____ DATE OF BIRTH _____

TYPE OF CERTIFICATE APPLIED FOR: ☐ High School Vocational Intensive Office Teacher ☐ High School Vocational Office Teacher Coordinator ☐ Post-High

TERM OF CERTIFICATE: ☐ One Year ☐ Five Year ☐ Ten Year

EDUCATION

HIGH SCHOOL: Date of graduation _____

(1) College, University or Technical School (Please include Summer School Attendance)

NAME OF SCHOOL	LOCATION City	LOCATION State	No. Months Attended	Dates	Course	Year Of Graduation	Degree

OCCUPATIONAL EXPERIENCE

RECORD non-school employment in the office field. Begin with earliest position; end with most recent. Military experience related to the office field should be included. Furnish signed copies of Employer's Statement Form for each experience.

NAME AND ADDRESS OF EMPLOYER	Dates Of Employment		Length Of Employment		TITLE OF POSITION AND NATURE OF WORK
	From	To	Years	Months	

SPECIFIC EDUCATIONAL REQUIREMENTS

PROFESSIONAL COURSES IN VOCATIONAL OFFICE EDUCATION	*CREDIT HOURS Qtr. ( ) Sem. ( )	INSTITUTION

TECHNICAL COURSES IN BUSINESS EDUCATION	*CREDIT HOURS Qtr. ( ) Sem. ( )	INSTITUTION

*CHECK ONE

TEACHING EXPERIENCE

NAME AND ADDRESS OF SCHOOL	DATES OF EMPLOYMENT	
	FROM	TO

Types of classes you will teach or supervise:

COURSE NAME	PERIODS PER DAY		MINUTES PER PERIOD	COOPERATIVE	INTENSIVE
	SINGLE ☐	DOUBLE ☐		☐	☐
	SINGLE ☐	DOUBLE ☐		☐	☐
	SINGLE ☐	DOUBLE ☐		☐	☐
	SINGLE ☐	DOUBLE ☐		☐	☐
	SINGLE ☐	DOUBLE ☐		☐	☐
	SINGLE ☐	DOUBLE ☐		☐	☐

I hereby certify that the information contained on this form is correct to the best of my knowledge.

(DATE) _____ (SIGNATURE OF APPLICANT) _____

White (State Supervisor of Office Education Copy)

APPENDIX E

EMPLOYER'S STATEMENT OF EMPLOYEE'S EXPERIENCE

(This is not intended as a recommendation; it is merely a record of work experience)

Date of Report: _____ Name of Employee: _____

Name of Employer or Firm: _____

Address of Employer or Firm: _____

What is the general nature of the business conducted by this firm or employer?

_____

Duties Performed by this Employee: In this space give a relatively complete statement of all duties performed.

What is the name of the Job? _____

Major Duties: (Give Details)

_____

Minor Duties:

_____

Approximate date of first employment: _____ Approximate ending date: _____

Was this work done for pay? Yes_____ No_____.

The typical number of hours worked per week was _____.

The approximate total number of hours employed during this entire period: _____.

EMPLOYER'S STATEMENT: My signature below is to indicate that, in my opinion, the information given is substantially correct.

_____

_____
TITLE OR POSITION

(This report is requested by the New Mexico Department of Vocational Education.)

EXPLANATION AND INSTRUCTIONS

Many school officials and some state certification laws require that teachers shall have adequate business experience of designated kinds and qualities. This form is provided to assist teachers and students preparing to become teachers in securing evidence of business experience they have completed.

In most cases the employee will find it advisable to complete the information on the blank and then present it to the employer for his signature. Mail the completed forms to the State Supervisor of Office Education, Santa Fe, New Mexico.

A separate blank may be used for each period of employment which involves a distinctly different type of work as well as for each employer or firm.

It is requested that three copies be signed: One for the student or teacher to retain, one to be permanently filed with the State Supervisor in the respective teaching area, and a third to be filed with the certification bureau in the New Mexico State Department of Education.

POLICIES
AND
PROCEDURES
FOR
RESEARCH COORDINATING UNIT
IN
NEW MEXICO

1970

STATE DEPARTMENT OF EDUCATION
EDUCATION BUILDING
SANTA FE, NEW MEXICO

POLICIES AND PROCEDURES FOR THE OPERATION

OF THE

VOCATIONAL RESEARCH COORDINATING UNIT

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NEW MEXICO RESEARCH COORDINATING UNIT

I. BACKGROUND AND PURPOSE

A. The Vocational Education Act of 1963, as amended in 1968, recognized the need to improve research capability and its application to the overall planning and operational aspects of the vocational education program. Under Section 4(c), ten percent of all money appropriated by the act was allocated for research.

B. The purpose of the New Mexico State Research Coordinating Unit (RCU) is to stimulate, coordinate and disseminate research and development activities in vocational-technical education in and for the State of New Mexico.

II. THE OBJECTIVES OF THE RESEARCH COORDINATING UNIT ARE:

A. To create State atmosphere that is conclusive to research, especially with the State Staff, school leaders and the legislature.

B. To identify issues and problems related to vocational education and determine what contributions vocational education research can make in resolving them.

C. To stimulate, encourage, coordinate and conduct occupational education research and development activities.

D. To disseminate research findings so others may use these findings.

E. To develop a continuing plan of research and development in vocational education.

III. PRINCIPLES OF FUNDING

Funds for research and research-related activities are awarded to colleges and universities, local school districts, and other public or non-profit educational agencies on the basis of application in the form of a written plan or proposal. There is no prior allocation of these funds to specific agencies. The amount of funds which may be approved for a single agency depends on the priority of the problem, the specific plan of expenditure, and the total amount of funds available.

In addition to unsolicited proposals, the RCU and the New Mexico Vocational Technical and Adult Education Division, from time to time, issue an invitation for submission of proposals on a specific topic. This means that this topic is considered to be of high priority at the present time and research in this area is needed. This invitation would be directed to one or more agencies

considered to have the resource capabilities to adequately research the problem. Selection and approval then would be made from among the responses.

In all cases, funding is made under the principle of reimbursement for previously approved budget items and may be funded with yearly approval.

IV. RESEARCH COORDINATING UNIT ADVISORY COMMITTEE

The Research Coordinating Unit Advisory Committee was created for the specific purpose of identifying and evaluating research needs, and approving and making recommendations for research proposals to be funded.

V. SERVICES

The following services are available to agencies and individuals planning or conducting research in vocational education.

A. To provide consultation services for research studies and proposals related to vocational-technical education.

B. To establish a State depository for research findings and information in vocational-technical education to prevent duplication of projects.

C. To coordinate vocational-technical education research in the State to prevent duplication of projects.

D. To coordinate the occupational surveys of employment opportunities and requirements with trends and needs for occupational education.

E. To identify State priorities and conduct vocational research in these areas.

F. To review progress reports of approved vocational-technical education research projects being conducted in the State.

G. To summarize research findings and disseminate the information to interested agencies within the State and out of the State.

H. To assist in obtaining funds to conduct research in vocational education.

I. To award contracts and grants for research.

VI. KINDS OF PROJECTS THAT QUALIFY

A brief description of the categories of research and research-related projects that may qualify for reimbursement follows. This description may assist the prospective applicant with the planning and a self-evaluation of whether or not the particular idea in mind may be fundable under these provisions of the act. Under some circumstances, a given project may possess the elements of more than a single category. In any event, the procedures for submitting, with the exception of the mini-grant projects, remain the same.

A. Research Projects

Research projects may involve new untried problems or techniques or may be a replication of previous research efforts at the local level. The degree of sophistication expected will depend on the particular problem and the applying agency. Research projects can generally be divided into the following categories:

1. Experimental. An experimental research project is concerned with testing the relationship between two or more variables according to a previously stated hypothesis(es) or question(s). An experimental design is formulated, data gathered and analyzed, and conclusions or recommendations reached on the basis of the data.

2. Developmental. A developmental project is distinguished by the emphasis upon a product as a major outcome of the project. The product may be in the form of materials, techniques or instructional processes. Objectives then may be stated in terms of the parameters of the product to be developed.

3. Pilot. A pilot project is an exploratory or feasibility study. It may be employed to test new materials or previously tested materials under a new setting. A pilot program may also be used as a "trial run" in planning a more extensive experimental study, or for estimating cost, personnel, or other needs. A pilot project is not used to test formal hypotheses.

B. Research-Related Projects

1. Exemplary. An exemplary project is one that can serve as an example, pattern or model. This is not original research but should be based on and reflect the results of previous research and be practical enough to invite imitation. The purpose of these projects is to assist young people (whether in school or not) to new and better ways of earning a living and to promote cooperation between public education and potential employers.

C. Mini-Grant Projects

A mini-grant project, as the name implies, is an abbreviated project designed for specific purposes. There are two types of mini-grants; but, in both cases, funding is for one year only.

1. Type A. A type-A grant is designed to assist graduate students working toward an advanced degree in vocational education. Funds must be used to offset expenses which are in addition to those expected in the normal course of graduate research. A maximum amount for this grant will be set by the Research Coordinating Unit and will be funded through the school where the researcher is employed or to the college granting the degree. Approval of the student's major advisor is required.

2. Type B. A type-B grant is designed to support a vocational teacher who would like to try a new idea in the classroom that requires a small amount of funding. This project may be either research or research-related. Maximum funding is $500.

VII. NOTIFICATION TO COMMISSIONER

The State Board shall forward one copy of the approved proposal to the U. S. Commissioner of Education within 15 days after the State Board's approval.

A. Waiver of Standards

1. Standards and Requirements in State Plan - In special cases, as part of program development, the State Board may waive any standards and requirements in its State Plan if such standards and requirements are not specifically prescribed by the Acts and the Federal regulations In such cases, the State Board, upon approval of such program, will submit to the U. S. Office of Education information regarding the purpose and duration of the program and the provision in the State Plan to be waived. The State Board agrees that it will use no Federal funds to support such a program until receipt of the proposal is acknowledged by the U. S. Commissioner of Education.

2. Standards and Requirements in Federal Regulations - In special cases, as part of program development, the State Board will submit to the U. S. Commissioner of Education a request for approval of a research, demonstration or experimental program which requires a waiver of standards and requirements prescribed by the Federal regulations. Such request will include information regarding the purpose and duration of the program and the provision in the Federal regulations (and corresponding provision in the State Plan, if any) to be waived. The State Board agrees that it will use no Federal funds to support such a program until it has received notice of approval by the U. S Commissioner of Education, and then only to the extent of such approval.

VIII NON-COMMINGLING OF FUNDS

Federal funds made available will not be commingled with State or local funds so as to lose their identity as Federal funds. It shall not be necessary to establish separate bank accounts for Federal funds, so long as accounting methods will be used which assure that each expenditure of Federal funds made available under Part C and D of the Act can be separately identified as such.

IX. USE OF PROJECT FUNDS

Though the merits of each proposal must be weighed separately, the committee has established policy with respect to approval or disapproval of some specific items which would guide the applicant in planning the project budget.

Items which normally are reimbursable include:

A. Extra salaries necessary for instruction and administration of the project

B. Clerical salaries and supplies

C. Employee benefits for above salaries

D. Instructional materials and supplies

E. Modest equipment purchase (directly related to project)

F. Consultants

G. Travel

H. Rentals for equipment and space

I. Utilities

J. Printing

Item expenses which normally are not reimbursable include:

A. Stipends for institutes or workshops

B. Salaries, testing and other elements which should be a part of the regular school program

C. Excessive equipment purchase

D. Tuition (mini-grants only)

E. Salaries to applicant (mini-grants only)

X. PLANNING A RESEARCH PROJECT

The key to a successful research project is thorough planning toward solving a worthwhile problem. Since a listing of topics which are currently considered to be high priority problems could become obsolete almost overnight, no attempt will be made in this publication to itemize specific topics. Rather, attention is directed to the New Mexico Vocational Newsletter, a regular publication which contains articles of current interest to vocational educators.

A first step after identification of a problem is to find out what has already been done in this area and what authorities in the field see as the next obstacle(s) to solving the problem. This involves a search of related literature to assist the investigator in refining the objectives of his project and help him avoid duplicating already accepted conclusions. During this review the investigator may well find solutions to the proposed problem.

In some situations, the author may encounter difficulty locating information on specific topics. The RCU may be able to provide consultant assistance as well as recommend outside consultants.

Finally with a judicious selection of the related research, authority opinion, and local competencies, a logical rationale should be developed for the proposed project. The purpose (objectives) of the project should then direct the remaining procedure.

XI. SUBMITTING A PRELIMINARY STATEMENT

An applicant may elect to submit a preliminary statement to the RCU prior to the development of a formal proposal. This step is completely optional with the applicant; however, it may prove to be worthwhile.

If the topic is not one with high priority and the funds limited, the applicant may be discouraged from pursuing the proposal any further. This could save the applicant the time consuming effort of developing a proposal that stands little chance of funding. Alternatively, the applicant may be guided toward a refinement or a related topic which is of more current widespread interest. If no funds or State priority exist, the RCU might be helpful in guiding the applicant to another appropriate funding source such as private foundations, USOE or other Federal agencies.

In addition, this brief statement of activities would be especially helpful if consulting assistance is desired from the RCU or the New Mexico Vocational-Technical and Adult Education staff. The applicant should take the responsibility of following up or preceding the preliminary statement with a telephone call or personal contact if consultant assistance is desired. No financial commitment can be made in any event without a formal proposal and committee action.

XII. WRITING THE PROPOSAL

The proposal is more than a request for funds. It should describe in a complete and concise manner precisely how the author expects the project to be conducted. The author should bear in mind in the description of the project that, even though the project may have been discussed at length with one or more of the State Staff, the proposal will be reviewed by others who will be unfamiliar with the verbal description and assurances. The proposal must then stand alone as a fair representation of the plans and commitments.

It is impractical to try to specify an expected length of the proposal document. This will depend on the scope of the project in terms of objectives and investment. The larger more involved projects will need more description. An exploration project on the other hand may of necessity be less specific in certain sections.

A uniform proposal format is outlined in Appendix A. This may be used with whatever adaptations are necessary for each individual project.

XIII. SELF-EVALUATION OF THE PROPOSAL

When the proposal document is completed and before it is submitted for appraisal by the review committee, it should be critically analyzed for defects by the

writer and local administrators. This analysis could save time consuming negotiation or rejection. Several questions, if considered during the writing, should be answered affirmatively by the completed proposal.

A. Does the proposal alone adequately explain the project? Remember that the proposal will be reviewed by readers who have nothing more than the written document upon which to base their recommendation. Moreover, the proposal, as written, is the agreement upon which the funding is made.

B. Are reasonable research procedures and requirements followed? The techniques for sampling and analyzing the data should appropriately reflect the questions posed by the problem and the generalizations expected to be made from the results.

C. Will the results of this study be of general interest? In general, questions which have statewide or national importance and applicability are regarded as higher priority than strictly local matters. This does not exclude locally oriented projects from consideration, but the overall investment will of necessity be smaller.

D. Does the outcome stand a reasonable chance for success? This would be particularly applicable to the product of developmental projects. Projects which are "long shots" involve the use of high risk funds and therefore must be limited.

E. Is a project necessary to answer the questions asked? If a literature search or resource person(s) can provide the necessary information or the product suggested is already available from another source, the proposed project probably should be abandoned.

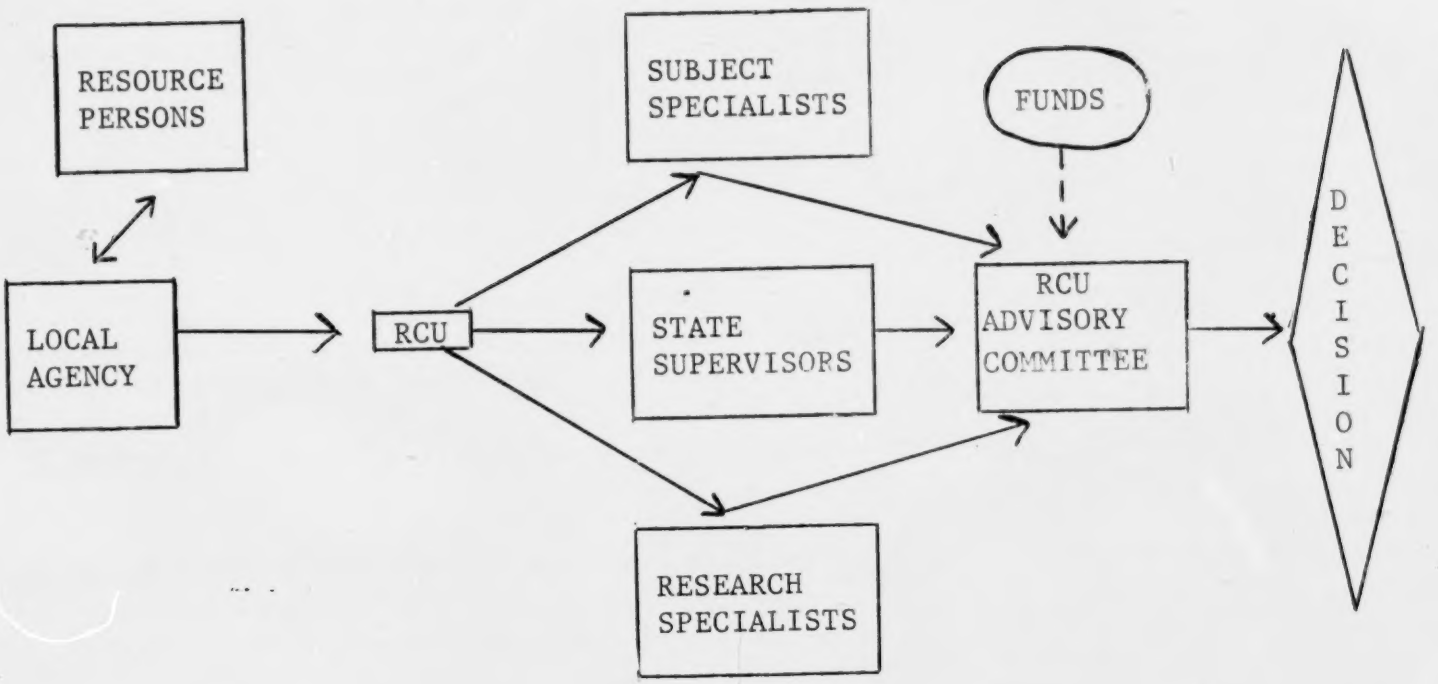
F. Are the requirements for this project (space, cost, personnel, etc.) such that, if found successful during the trial period, there would be reasonable chance for continuation in your school or duplication elsewhere? The rate of projects which are dropped after the funding period, even though supposedly operating successfully, is discouraging. Programs which have prohibitive per pupil costs, for example, need special justification.

XIV. SUBMITTING THE PROPOSAL FOR FUNDING

Proposals for projects for any school year (July 1 to June 30) should be prepared and submitted to the RCU Director. Five copies of the proposal, complete with budget forms (NM RCU-1), and ten copies of an abstract of the proposal should be forwarded to the: Research Coordinating Unit, State Department of Education, State Capitol Building, Santa Fe, New Mexico 87501.

Proposals will be evaluated, recommendations made and announcements consistent with available funds will be forthcoming. The path followed by all research and research-related project proposals is charted on the following page.

PROJECT PROPOSAL FLOW CHART



XV. CONDUCTING THE PROJECT

During the operational phase of the project, a member of the RCU staff will be assigned to monitor the activities of the project. Any proposed procedural changes or questions should be directed to this person.

The project director should also be in contact with the state supervisor in matters relating to the project. The RCU staff will assist in this contact. The nature, scope, and investment of the project will dictate the frequency and involvement of these specialists. Developmental projects will require more involvement of subject specialists whereas experimental projects will probably require research consultation more frequently.

Minor changes may be permitted in the budget categories by transfer of funds between items (excluding salaries). Requests of this nature, with justification, must be directed to the Vocational-Technical and Adult Education Division. The purpose of this is to improve the efficiency of operation of the project not to reduce the planning necessary to make up the budget. In no case, may the total funds approved be increased.

XVI. REPORTING

The true value and success of a research project is the ultimate effect it has on the educational enterprise. Supporting or rejecting hypotheses, development of methods or materials, or the successful completion of a feasibility study

are of little value if the information is available only from the memory and notes of the principal investigator. Therefore, inherent in the acceptance of support for a project is the obligation to make known the results--whatever the outcome.

A. Frequency of Reporting

The general procedure is to submit to the RCU a quarterly progress report on the activities of each project. For practical reasons the requirement is waived for projects of only a few days or a few weeks durations. In these instances, a single progress report after the planning phase should suffice. All projects must have a final report completed within a reasonable time after the completion of the activities.

B. Writing the Final Report

The purposes of the final report are to communicate to others in the profession the significant features of the program and to complete and give evidence of the completion of the funded project. The form of the report will depend largely on the type of project. A developmental project involving the preparation of a product will contain that product as a major portion of the report. This alone, however, is normally insufficient. The processes, trials and finalized product warrant explanation. In any event, the report should contain sufficient information that a reader could reconstruct substantially the same situation and fully realize the assumptions and conditions upon which the conclusions or recommendations are based. An outline for research reports is included in Appendix B. This outline with adaptation will apply to most final reports.

A photo-ready final report must be submitted to the RCU.

APPENDICES

APPENDIX A

OUTLINE FOR PROPOSAL PREPARATION

The Proposal Document

A uniform proposal format has been developed. The applicant is expected to make judicious adaptations of this format to accommodate the kind of research or research-related activity he proposes to undertake.

I. COVER PAGE

A. A concise, descriptive title

B. The applicant's name, address and telephone number

C. The institution

D. Beginning and ending dates of the project

E. Estimated budget figure

*F. The major advisor's name and title

*G. Statement to be signed by faculty advisor which should read:

I _____ have
FACULTY ADVISOR"S SIGNATURE

read this proposal and have given it my tentative approval.

II. ABSTRACT. This is the second page of a proposal. (Ten copies should be provided separately.) On a single page, present a summary of the proposal using the following headings:

A. Title of project

B. Submitted by

C. Total funds requested

D. Proposed beginning and ending dates

E. A three part summary including: (1) a statement of the purposes, objectives or nature of the project, (2) an indication of the expected contribution to education, and (3) an explanation of procedures or description of what is to be done.

* Required on Type-A mini-grants only.

III. BODY. The Body of the proposal communicates the investigator's plan and its probable effectiveness. Use the following headings to identify the various aspects of the proposed project.

A. Problem. Give a brief statement of the problem, explaining its importance and relationship to vocational education.

B. Related Research or Background Information. Cite or summarize pertinent research related to the proposed study. Present the rationale upon which the proposal is based and when appropriate, its uniqueness in relation to other research.

C. Objectives. State the objectives to be achieved in the project, the hypotheses to be tested, or the specific questions to be answered. They should be clear and capable of being attained by the proposed procedures.

D. Procedures. Describe the procedures in detail including the steps to be followed in the orderly progress of the project. When appropriate, provide specific information about each of the following:

1. General Design. Describe the general design of the study and indicate why this design appears particularly appropriate for achieving the stated objectives. In experimental research, for example, the independent and dependent variables should be stated with the rationale for their selection.

2. Population and Sample. Describe the group of subjects from which the sample is to be drawn, the sampling method and the number of subjects to be chosen. Indicate how experimental and control groups will be selected.

3. Data and Instrumentation. Indicate the data to be gathered and the collection method to be used. Describe the questionnaire, interview guides, tests and other instruments to be employed.

4. Analysis. Indicate the specific methods of analysis to be used in achieving the objectives, answering the questions, or testing the hypotheses. When several hypotheses are to be tested, or several questions are to be answered, it is usually helpful to specify the analysis in relation to each hypotheses or question.

5. Time Schedule. In chronological order, indicate the approximate length of time required for each major aspect of the study. A PERT chart or other diagram may be used.

E. Dissemination. Describe how the results of the activity may be disseminated and/or implemented, and what contribution to education can be expected.

F. Personnel. Personnel will include the name of the investigator and a brief statement of his pertinent experience and unique qualifications. Other required personnel should be described.

G. Facilities. Describe the method and criteria to be used in selection of facilities. Indicate any special facilities and similar advantages available to your institution or agency which will aid in the conduct of the project. When the cooperation of other schools or agencies is essential to the conduct of the study, indicate the extent and the nature of such assurance and cooperation.

IV. BUDGET. Use Form NM RCU-1. (Appendix C)

APPENDIX B

GUIDELINES FOR FINAL REPORTS

The purpose of this Appendix is to establish basic guidelines for the preparation and submission of a final report for research and research-related projects. These projects were funded with appropriations from the Vocational Education Amendment of 1968 through the Vocational-Technical and Adult Education Division of the New Mexico State Department of Education. A final report must be submitted for each research and research-related project at the end of the completed project for fiscal year in which funded.

The purpose of the final report is to communicate the results of the research findings clearly and accurately to interested educators and appropriate agencies. The final report may also be distributed to a technical clearinghouse such as the ERIC Center for Vocational-Technical Education at The Ohio State University. The final report also provides a basis for the Vocational-Technical and Adult Education Division to determine whether the conditions of the grant were completed satisfactorily.

Since the responsibility for the content of the report rests with the principal investigator(s) or author(s), he should be cognizant of the fact that well written reports enhance the value of good research. Thus, the highest professional standards of report writing should be maintained throughout.

Each report should be prepared according to its own unique requirements. For example, reports on training and research developments are different from those on basic research. However, most reports can be organized into the following topics:

I. Preliminary Pages

II. Introductory Section

III. Findings and Analysis

IV. Conclusions and Recommendations

V. Supplementary and Appendix Materials

I. PRELIMINARY PAGES

The front and back cover should be of heavier paper and the same size of that used for the textual material. The words "Final Report" should not be included as a part of the title. (The front cover should contain information shown on the next page of this book -- a sample of cover page).

(Sample of Cover Page)

TITLE OF PROJECT
(Project No. __)

Name of Author(s)

INSTITUTION

CITY AND STATE

Date

NEW MEXICO STATE DEPARTMENT OF EDUCATION

VOCATIONAL-TECHNICAL AND ADULT EDUCATION

RESEARCH COORDINATING UNIT

A. Content Page(s)

A separate page(s) showing the major sections of the report should be included since a good content page will show how the report is organized and save time for the readers.

B. Preface or Acknowledgements

Investigators may wish to prepare a simple preface with a statement about the field investigation or the major problems facing them. Significant professional contributions by individuals or groups with their proper identification should be acknowledged.

II. INTRODUCTORY SECTION

A. Abstract

An abstract is prepared for those who desire a condensed report of the study. It gives a brief description of the problem investigated, the scope of the study, the objectives pursued, or the hypotheses tested, the methods used, the results obtained, the highlights of the findings and their significance and implications, and any recommendations for further action. The abstract should be limited to 800 words.

B. Methods

This section should describe how the research was performed. It may describe experimental and control groups (if any), preparation of forms for collecting data and techniques for evaluation. Include significant information that might help the reader understand the research design or procedures.

III. FINDINGS AND ANALYSIS

A. Results and Findings

Much of the value of any good research report depends on how this section is organized and presented and how carefully the findings are described. For the more comprehensive reports, results and findings may be presented in several sections each with descriptive titles.

IV. CONCLUSIONS AND RECOMMENDATIONS

A section on conclusions is needed to complete a final research report. It should outline what was or was not accomplished in the study. Recommendations, if any, may follow. They should be written clearly and should explain the possible uses to which the results are applicable, either for educational practices or further research. Some investigators may want to suggest certain implications that could relate to new educational development or innovations.

V. SUPPLEMENTARY AND APPENDIX MATERIALS

A. References

All references should be numbered and keyed to the appropriate section of the text. Some authors may prefer a separate section for references while others may list the references at the end of each section or at the bottom of the page where each citation was made.

B. Bibliography

If used, a bibliographic section should list documents that supplement information given in the report.

C. Glossary

A glossary may be included when terms used are unfamiliar to most readers or when definitions given in the body are not considered appropriate.

D. Appendix

An appendix can be used for information that,if presented in the text, would only delay the reader with the details that he may prefer to study separately. References throughout the text should guide the reader to the Appendix. The following is a suggested list of materials that may be presented in the Appendix:

1. Course outlines or units
2. Long or detailed equations
3. Extensive tables or charts
4. Questionnaires
5. Methodological details

Realizing the various formats a final report could take, it is imperative that the RCU Project Officer be informed as to the nature of the final report as well as the number of reports required. As a general guide, the preceding guidelines may be used to submit five copies of a final report at no later than 30 days following the completion of the study to the Research Coordinating Unit, State Department of Education, Capitol Building, Santa Fe, New Mexico 87501.

The original must be submitted in a photo-ready copy, typed on mimeograph paper. Pictures, if included, must be high quality black and white glossy prints. Poloroid pictures are not acceptable.

APPENDIX C

New Mexico – Department of Education – Vocational Division | *Fiscal Year* | *School Unit* | *Project Number* | *Detail Code*

VOCATIONAL EDUCATION APPLICATION FOR

☐ Consumer and Homemaking Education (Part F)

☐ Research and Related Activities

☐ Cooperative Education (Part G)

☐ Other _____

DEBE-131 (1/70)

EXPENDITURE BY LOCATION

Check the one box that closely identifies the area served.

☐ Urban ☐ Suburban

☐ Innercity ☐ Rural

INSTRUCTIONS: Submit original and four copies.

1. PROGRAM

2. EDUCATIONAL AGENCY

3. ADDRESS

4. COUNTY

5. DURATION OF PROGRAM — FROM / TO

6. TELEPHONE

7. PROJECT NO. (IF THIS IS A CONTINUATION OF A PREVIOUSLY APPROVED PROJECT)

8. VOCATIONAL FIELD (CHECK ONE)

	VOCATIONAL FIELD	9. PROGRAM LEVEL	PER CENT OF USE
☐	Trade & Industrial	Secondary	
☐	Agriculture	Post-Secondary	
☐	Business	Disadvantaged	
☐	Distributive	Handicapped	
☐	Home Economics	Mixed Group (Exp.)	
☐	Health	Adult Supplemen'ty	
☐	Technical Education	Adult Prepara'ty	
☐	All Fields	Other (Explain)	
		TOTAL	100

10. TYPE RESEARCH (CHECK ONE)

☐ Experimental
☐ Developmental
☐ Pilot
☐ Exemplary
☐ Mini-grant A
☐ Mini-grant B
☐ Workshops
☐ Other

11. TOTAL PROPOSED PROJECT COST

$

PDF USE ONLY

LOCAL	FEDERAL
$	$

REIMBURSEMENT APPROVED

$ | $

12. SUMMARY

The Assurance of Compliance with Title VI of the Civil Rights Act dated _____ applies to this application.

LOCAL APPROVALS

Person Responsible for Project (Signature and Date)

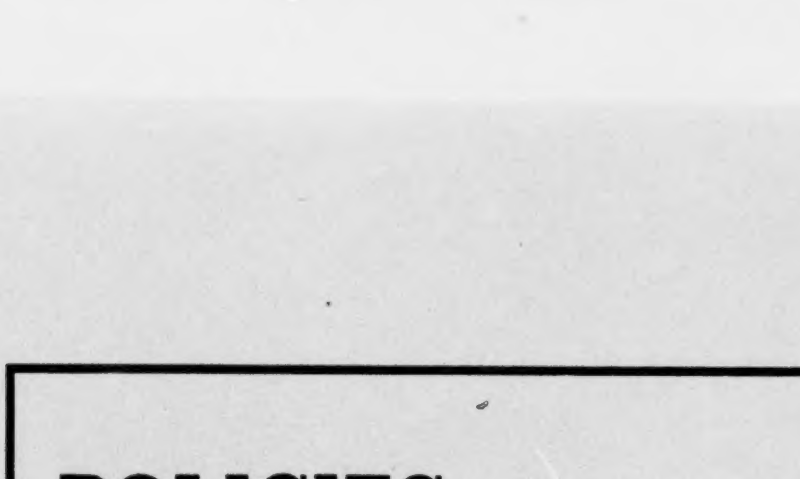
Chief School Administrator (Signature and Date)

Review Committee (Signature and Date)

State Director of Vocational Education (Signature and Date)

ITEM	ESTIMATED TOTAL	AMOUNT TO BE EXPENDED		PDE USE ONLY
		LOCAL	FEDERAL	AMOUNT APPROVED
1. Instructional Services				
A. Instructional Salaries Only				
B. Instructional Supplies				
C. Rental of Instructional Equipment				
D. Local Supervision (Where Applicable)				
E. Guidance and Counseling Salaries				
F. Clerical Salaries				
G. Travel				
H. Other Allowable Items (Identify Below)				
Instructional Services Total				
2. Fixed Charges (Identify below)				
A. Rental of Nonpublic Space				
B. Employer Share of Employe Benefits				
C. Other Fixed Charges				
Fixed Charges Total				
3. Minor Remodeling of School Plans				
4. Equipment Purchase				
A. Instructional Equipment				
B. Other Capital Expenditures				
Equipment Purchase Total				
5. Other Costs				
A. Utilities (Including Telephone)				
B. Custodial or Janitorial Services				
C. Tuition, Fees or Other Incidental Student Charges				
D. Trainee Transportation				
E. Equipment Maintenance and Repair				
F. Other Miscellaneous Costs (Identify below)				
Other Costs Total				
6. Proposed Cost (Total of items 1 through 5)				

POLICIES
AND
PROCEDURES
FOR
SPECIAL NEEDS
VOCATIONAL GUIDANCE
IN
NEW MEXICO



1970

STATE DEPARTMENT OF EDUCATION
EDUCATION BUILDING
SANTA FE, NEW MEXICO

POLICIES AND PROCEDURES FOR THE OPERATION

OF

VOCATIONAL SPECIAL NEEDS EDUCATION PROGRAMS
(VOCATIONAL GUIDANCE)

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SPECIAL NEEDS

I. PHILOSOPHY

The State Department of Education (Vocational Division) is concerned over the tremendous voids in vocational counseling, guidance and human resource development services available to youth and adults in New Mexico. The following premises must be taken into consideration in effectively planning and programming such services.

A. New Mexico will continue to undergo technological and social changes.

B. Education is the most effective means we have for adjusting to increasing change, especially so in New Mexico tri-cultural situation.

C. Occupational preparation is becoming increasingly recognized as a major objective of education.

D. Vocational Education must be made an integral part of the total education system.

E. We must provide more clear-cut ways for young people to move from childhood through adolescence to contributing roles as adults in our society.

F. Effective Vocational Education must include provisions for intensive career counseling.

G. Vocational Education is a responsibility to be reckoned with, and integrated into the public educational system at all levels--elementary, secondary and post-secondary.

II. OBJECTIVES

A. GENERAL

1. To provide vocational guidance services to youth and adults that need, want and could use these services in meeting their occupation needs as prescribed in the State Plan.

2. To provide vocational guidance services that are relevant to youth and adult needs in moving from childhood through adolescence to contributing roles as adults, as they relate to current and projected labor market needs.

B. SPECIFIC: (Secondary)

1. To prepare youth to cope with continued change in the world of work.

2. To acquaint students with the major occupational fields.

3. To develop understanding of the need for continuing education or training in the various career areas.

4. To acquaint students with information concerning schools, colleges, and other training programs.

5. To develop a realistic attitude towards the dignity of all work and workers.

6. To develop attitudes of respect for cooperation with employers and fellow employees.

7. To develop a realistic understanding of one's self regarding decision-making relative to career choice.

8. To point out the relationship between specific high school courses and the jobs for which they can prepare the student.

9. To provide information to students regarding employment.

10. To provide an opportunity for the student to become acquainted with occupational and educational opportunities in the community.

11. To assist the students who may not finish high school in learning proper ways of seeking employment and finding continued satisfaction from their work.

12. To present information on broad fields of work which will assist the individual in making long-range vocational plans.

13. To develop means for aiding the student to study a few selected occupations intensively.

14. To help the student explore his ability, interests and aptitudes.

15. To assist the student in selecting a curriculum that will best satisfy his needs.

16. To provide an opportunity for the student to match what he has discovered about himself with facts discovered about the worker in the occupational areas which he has studied.

17. To aid pupils in developing proper attitudes toward all types of socially useful work.

III. PROGRAM DESCRIPTION

Vocational guidance will include the following services as approved by the State Department of Education.

A. Occupational information services which will provide selected materials and resources that are pertinent to the students and to current labor market projections.

B. Individual counseling services which will help students understand themselves in relation to the world of work.

C. Inventory Service which will provide adequate information to the student about himself in relation to his ability, interest and training opportunities for employment.

D. Group Guidance Service which will help students become familiar with local industry, employment opportunities and future labor projections.

E. Follow-up and evaluation service which will provide information about the status of students.

F. Materials, equipment and counselor's time will be used to carry out the above services to meet the vocational needs of students, and not necessarily academically oriented.

IV. QUALIFICATIONS OF TEACHERS

A. Local Vocational Guidance Supervisor

1. Duties

Shall be responsible to the local school administration for the promotion, supervision, development and improvement of the vocational guidance and counseling program, including local implementation of the State Board's agreement with the State Employment Security Commission.

2. Minimum Qualifications

Shall hold, or be eligible to hold, a valid New Mexico counselor's certification and shall have earned a minimum of three semester hours in Philosophy or Principles of Vocational Education plus six quarter hours of other applicable Vocational Education courses, as approved by the State Board.

3. Experience

a. A minimum of two years of occupational experience at wage-earning pursuits other than the professions.

b. A minimum of three years of successful experience as a vocational counselor or teacher, or a combination thereof.

B. Vocational Counselors

1. Duties

a. Shall provide the individual student with information necessary for realistic vocational planning; help to identify, and, where applicable,

enroll in a pertinent Vocational Education program; assist him during pursuit of his plan; aid him in vocational placement; and conduct follow-up procedures to determine the effectiveness of the vocational instruction and of the vocational guidance and placement program.

b. To aid teachers in securing and using occupational information related to their subject field.

c. To assist with the implementation of the State Board's agreement with the State Employment Security Commission at the local level.

d. May perform the functions of vocational guidance teacher.

2. Minimum Qualifications

Shall hold a valid New Mexico counselor's certificate and shall have earned a minimum of three semester hours in Philosophy or Principals of Vocational Education plus six quarter hours of other applicable Vocational Education courses, as approved by the State Board.

3. Experience

A minimum of two years of occupational experience at wage-earning pursuits other than the professions.

C. Vocational Guidance Teachers

1. Duties

a. Through classroom instruction, shall provide significant assistance to individuals to aid them toward making an informed and meaningful occupational choice. Such assistance shall include development of constructive attitudes and concepts about the world of work, the dignity of work and the vast opportunities for satisfying employment.

b. Shall collect, organize and interpret to students general information regarding abilities, aptitudes, interests, skills, training and education and the use of occupational information and career pattern studies necessary for realistic vocational planning.

c. Shall provide, or shall see that the individual student is provided with cumulative evidence about his abilities, interests and aptitudes, and shall arrange for necessary testing services where such evidence is lacking.

d. Shall identify and encourage the enrollment of individuals into vocational courses pertinent to their needs and abilities.

2. Minimum Qualifications

Shall be a certified teacher and shall have completed a minimum of 18 semester hours of guidance-related courses, vocational courses, or an acceptable combination of both, which are determined by the State Board, to enable him to carry out his assignment effectively.

3. Experience

A minimum of two years of occupational experience at wage-earning pursuits other than the professions.

V. IN-SERVICE EDUCATION

Vocational counselors will be expected to participate in in-service training when available.

VI. PROGRAM QUALIFICATIONS

A. Vocational counselors must be certified and approved by the State Department of Education.

B. Each program must include all guidance services previously stated under Program Description. (Roman Numeral III)

C. Contract teams will vary depending on program and approval by the State Department of Education.

POLICIES

AND

PROCEDURES

FOR

TRADES AND INDUSTRY EDUCATION

IN

NEW MEXICO

1970

STATE DEPARTMENT OF EDUCATION
EDUCATION BUILDING
SANTA FE, NEW MEXICO

POLICIES AND PROCEDURES FOR THE OPERATION

OF

VOCATIONAL TRADE, TECHNICAL & INDUSTRIAL EDUCATION PROGRAMS

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TRADE AND INDUSTRIAL EDUCATION PROGRAMS

I. PHILOSOPHY OF VOCATIONAL TRADE AND INDUSTRY

A. Vocational Trade and Industrial Education recognizes its responsibility toward providing occupational training for both persons in school and those out of school.

B. Vocational Trade and Industrial training should contribute to the total general education program by being designed to meet the needs of all individuals with an interest in development of desirable work habits, attitudes, skills and related knowledge to successfully enter the world of work.

C. Instruction should be current to the training needs for both persons in school and out of school, and should recognize economic and industrial needs in providing vocational education training.

II. OBJECTIVES

A. The objectives of Trade and Industrial Education at the State level is to provide service and support to schools planning, developing and operating approved Trade and Industrial Programs for in-school and out-of-school youths and adults requesting training, retraining or upgrading industrial occupational skills.

III. ADMINISTRATION

A. State

1. The State Department provides, as a part of its responsibilities to local administrators, consultant services in program planning and operation, shop planning and equipment selection.

2. It provides pre-service and in-service training of instructional personnel, teacher-training, teacher certification, sources of instructional personnel for the Trade and Industrial areas and program evaluation.

3. Leadership and direction of the Trade and Industrial Education in the state.

4. Periodic program reviews to see that federal funds and matching funds are spent in accordance with the State Plan and that Federal

funds do not supplant any State or local funds, and to check that education is of high quality and is suited to the needs and abilities of the students.

5. Planning and promoting State programs of Trade and Industrial Education.

6. Reimbursing Trade and Industrial Education programs, subject to availability of funds which meet the requirements of the Policies and Procedures.

B. Local

1. Approved and certified Vocational Trade and Industrial teachers should be contracted for not less than 10 months (200 days) of which one week shall be in attendance at the Vocational Workshop. The school shall require the instructor of any approved Vocational Trade and Industrial program to have a valid Trade and Industrial certificate. The local Board shall check with the State Supervisor in the selection of a qualified Trade and Industrial Education instructor.

2. Each Vocational Trade and Industrial program shall follow a written and available course outline and objective. Changes to the course outline or objectives will be submitted to the State Supervisor of Trade and Industrial Education for approval.

   Program approval will not be given where student job assignments are not identified with the course outline and progress chart. (Students are not to be permitted involvement of instructional time in busy work or personal benefits which cannot be applied to meeting course outline intent.)

3. Students should be given or provided with an opportunity to choose their occupational career based on as many useful facts and information as can be obtained from the counseling and guidance services available.

4. Student enrollment in Vocational Trade and Industrial classes should be limited or based on the vocational intent of the student.

   It is recommended to have the approval of the instructor when planning to assign a student who has been a problem to placing in regular classes. The student is more likely to benefit, knowing the instructor approves of the assignment and if certain conditions are stated in their acceptance.

5. Beginning and advanced students are to be enrolled in separate classes for related instruction or where instruction exposure

would be a repeat to the advanced student.

6. Current and up-to-date records are to be kept, progress charts used, and daily assignments made to each individual student records, based on the course outline for the program.

7. Suitable facilities and equipment should be provided to properly prepare the student for employment.

8. Housekeeping and care of equipment shall be a part of the total program.

9. It is required that a trade advisory committee be selected and used; that minutes of meetings be kept, and copies provided for the State Department of Trade and Industrial Education. The committee should be composed of at least two employers of the occupational area, two employees, one school representative, one lay person from the community.

10. A current equipment inventory is to be provided by the State Department of Trade and Industrial Education annually.

11. Forms for such inventory are provided by the State office. Equipment which has been purchased totally or in part with Federal monies will be appropriately tagged and identified in the inventory.

11. Administration should see that time, travel and opportunity are provided vocational personnel to attend conferences, workshops and other self-improvement functions.

12. Vocational class enrollment should be limited (recommend 20) and never should exceed suitable identified work stations.

    Shop activities are individual activities involving individual learning skills. (For example, divide total class time in minutes by the number of students, and you have the approximate time available for the instructor to assign, check, advise, inspect and evaluate a student assigned to an occupational skill.)

13. Reimbursement funds have, as a first objective, the operation and improvement of a vocational program. Programs, to be effective, must be capable of training persons to meet employment standards. Equipment must be equal to current industrial standards and instructional material must be available.

14. Full-time instructors of Industrial Cooperative Training programs shall be provided three periods daily for visitation and coordination of students in work stations. There shall be a minimum of one visit biweekly with the trainee's employer or supervisor.

15. There shall be a written agreement (Training Plan) between the school, student, parent, and employer providing the training station (see Cooperative Training Plan, Appendix).

16. The teacher-coordinators of I.C.T. are to keep records that include, but are not limited to, time on the job, progress on the job, advancement on the job and employer evaluation of the student or trainee.

17. Provide funds for transportation and travel expenses of instructors for supervising the Vocational Trade and Industrial Education programs in accordance with the State Plan and Policies and Procedures.

18. The local Board is responsible for preparing and submitting reports requested by the State Office of Trade and Industrial Education.

IV. INSTRUCTIONAL PROGRAMS

A. Vocational Trade and Industrial Education - Day Trade

1. Objectives of Programs - Vocational Trade and Industrial Education for students includes any subject designed to develop manipulative skills, technical knowledge and related information necessary for employment in any crafts, skilled trade, or single-skill occupation which directly functions in designing, producing, processing, fabricating, assembling, testing, maintaining, servicing or repairing any product or commodity. Also included is training for service and certain semi-professional occupations considered to be trade and industrial in nature.

2. Equipment, Tools and Supplies - Items of equipment, tools and supplies must be comparable in type, size and quality to those used in commercial establishments. It is the school's obligation to keep equipment up to date and in a state of good repair. The teacher should maintain an inventory of all equipment and should submit a list of needed equipment and supplies to the administrator at the end of each term.

3. Instruction - Instruction is based upon an analysis of the trades or occupations taught and is centered around the performance of useful or productive jobs or operations done by students in accordance with the accepted procedures and standards which prevail in the occupation taught. After the student has gained sufficient skill and knowledge of various operations through laboratory experiences, he should be assigned real or "live" jobs provided by patrons of the school. No charges other than for parts, supplies and materials should be made for such work.

4. Instructional Materials - The school will need to provide a technical

library for the occupations taught. In addition, shop manuals, equipment catalogs, trade journals and a variety of visual aids are needed for effective instruction.

State-adopted textbooks are available for most types of shop programs. The superintendent or local administrator should determine if the textbook has been adopted on the textbook lists.

5. Youth Leadership Organization - All students enrolled in Trade and Industrial courses have opportunities to develop leadership abilities through participation in the Vocational Industrial Clubs of America. Leadership activities include planning and carrying out approved social and civic projects, experience in group leadership, and state-wide competition as individuals and teams in leadership skills and craftsmanship.

6. High School Credits - Preparatory shop programs are fully accredited high school subjects which carry two or three units of credit for each year of instruction. Not fewer than two credits may be earned.

7. Selection of Students - Regular high school students enrolled in grades ten, eleven and twelve are eligible for entrance into shop classes. The age of entrance upon a vocational training program should be regulated locally at such point as will insure that those completing training will be sufficiently mature to be accepted as workers, will complete the course at the same time they complete high school and be available for employment. Admission must be restricted to those who are physically and mentally competent to do the work required in the program and who possess qualifications necessary for employment in the occupation for which the training is offered. As a rule, mentally or physically handicapped persons do not profit from the instruction and are a serious source of danger to themselves and other students in working with machines and tools.

8. Facilities - The operating school has the responsibility of providing adequate shop space, auxiliary rooms, equipment and supplies for each instructional program. The shop area must be sufficiently large to permit a comfortable and safe work area around each item of machinery or equipment. For effective instruction and supervision, no more than 20 students should be enrolled in any one shop class. Technical information related to the occupation is taught with shop instruction and preferably in an adjoining classroom. However, an area within the shop where students may assemble for group instruction, demonstrations and other activities is acceptable. The shop building itself should be located on the school campus, although not necessarily attached to the main building. It should be comparable to other buildings in design and construction.

Lighting must be adequate throughout the shops; areas where precision

work is done must be provided with auxiliary lighting. Heating and ventilation must be adequate. (Shops in which there is normally considerable physical activity should be six to eight degrees cooler than conventional classrooms.) Hazardous machines must be equipped with guards. Safety aisles or areas should be clearly indicated and fire extinguishers, first-aid kits and other protective devices must be readily available.

An organized system is required for housing and issuing necessary tools, small parts and supplies to pupils.

9. Class Schedules - Students are scheduled for shop instruction two or three consecutive hours each school day for a two-year or three-year period and are enrolled in non-vocational courses during the remaining portion of the school day. (See Appendix for sample class schedule)

10. Local Advisory Committees - The success of any occupational training program depends upon the close relationship and cooperation between the school and industries of the community. It is obvious then that there is a definite need for a committee, composed of representative persons from business and industry, to guide the school in inaugurating and maintaining a program of instruction which will best meet the training needs of the community.

Advisory committee members are appointed by the superintendent of schools and serve for one year, subject to reappointment. The committee should be composed of equal representation from employer and employee groups and one representative each of the general public and schools, and one person representative of organized labor if appropriate. Advisory committees have no administrative authority, but assist the school through recommendations on such matters as general training policies, approval of training stations, program promotion and development, program evaluation and other important areas of training.

11. Teacher Employment and Certification - A teacher who meets the certification requirements of the State Plan must be employed for a minimum of ten months, of which one week is to be in attendance at the Vocational Education Conference.

Adequate guidance and counseling of students, prior to entering the program and throughout its duration, must be provided enrollees by the teacher, and with assistance of school counselors, regarding adjustments students may need in regard to the total school program, in relation to employment problems and in achieving job placement in occupations best suited to the interests, aptitudes and ability of students.

B. Industrial Cooperative Training

Cooperative Part-time Industrial Training

1. Objectives - In many communities it is not practical to offer in-school vocational Trade and Industrial training in many of the trades offering employment in the community because of the comparatively small numbers of persons employed in each occupation. In such communities, use of the Industrial Cooperative Training plan makes possible real trade training for small numbers of students in several different occupations without necessitating an extensive financial outlay for equipment, tools, and materials in the school plant.

2. General Plan of Operation - Training is conducted through cooperation of local schools with local businesses and industrial establishments. Students receive practical, supervised on-the-job training in their chosen occupation by working each school afternoon. Each school morning the school provides individual instruction directly related to the job of each student in a regularly scheduled class conducted by a teacher-coordinator who also has the responsibility of selecting students for training, placing them in employment according to their interests and abilities, and correlating their work experiences and related studies.

3. Instructional Programs - The following items are those specifically mentioned, which the Department of Education, Vocational Division, Trade and Industrial Education section will specifically look for annually, in approving all programs offered in the area of Industrial Cooperative Training:

   a) Full time teacher-coordinators of Industrial Cooperative Training programs shall be employed on a minimum of 10 months' contract, one week of which shall be in attendance at the Vocational Education Conference.

   b) The Industrial Cooperative Training teacher-coordinator must be allowed and encouraged to attend all professional meetings called by the State Office.

   c) The Industrial Cooperative Training teacher-coordinator shall have each Industrial Cooperative Training student gainfully employed in an approved training station for a minimum of 15 hours per week under direct supervision of the teacher-coordinator. It is not advisable for students to be employed for longer than 20 hours as a maximum during school afternoons each week, or four hours each school afternoon.

Employment on Saturdays and holidays is optional with students and employers, but only employment on school days will be eligible as supervised work experience.

d) The local school is expected to furnish adequate facilities for conducting the related studies of cooperative students. The classroom should contain study tables and chairs, bookcases, chalkboard, bulletin boards, filing cabinets, telephone, and office desk for the teacher-coordinator. A library of instructional material, such as reference books, manuals, bulletins, charts, course material, and the like, for each occupation in which training is offered must be furnished by the school.

e) The Industrial Cooperative Training teacher-coordinator shall have the duty of supervising the local chapter of the Vocational Industrial Clubs of America and encourage local, state and national membership in such.

f) All Industrial Cooperative Training teacher-coordinators employed shall meet the minimum qualification as established by the State Plan for Vocational Education. Any deficiencies shall be removed at the minimum of six semester hours of Trade and Industrial approved courses for the year prior to requesting renewal of the certificate.

g) Full-time Industrial Cooperative Training teacher-coordinators shall be released for a minimum of three hours for coordination and supervision of students in the training station with one period for planning and two for related classes. Released time shall be scheduled for effective coordination and supervision. A full-time teacher coordinator shall be identified as teaching all courses relative to Industrial Cooperative Training with no other teaching duties.

Part-time teacher-coordinators shall have a minimum of two hours coordination of students in a training station with a one hour related class. Part-time teacher-coordinators shall be identified as teaching one period related class in addition to teaching non-Industrial Cooperative Training classes and for other classes.

h) To be approved for Industrial Cooperative Training, an occupation must be (1) classified as "Skilled" in the standard Dictionary of Occupational Titles, and (2) require at least 2,000 hours of training. Many occupations meet these requirements, but those most frequently selected by students are:

Automobile body repairman
Automobile mechanic
Automobile parts man
Automotive electrician
Baker
Cabinetmaker
Carpenter
Chef
Cosmetology
Commercial artist
Dental technician
Diesel mechanics
Draftsman
Dry cleaner
Electrical appliance serviceman
Electric motor repairman
Electrician
Furniture repairman
Machinist
Machinist, automobile
Medical technician
Meat cutter
Nurse aide (hospital)
Office machine serviceman
Offset-pressman
Painter
Photographer
Plumber
Printer
Radio repairman
Refrigeration/Air Conditioning mechanic
Sheet metal worker
Television repairman
Watchmaker
Welder

Occupations which are not approvable for Industrial Cooperative Training include: (1) those which come within the definition of programs for agriculture, home economics, distributive, technical and vocational office education; (2) those for which a legally authorized State examining board prescribes the curriculum, training period and licensing procedures (barbering, undertaking and the like); and (3) occupations generally considered professional or requiring the baccalaureate or higher degree.

i) Students earn a minimum of three credits for 180 hours of related instruction combined with 540 hours of supervised work experience per school year. Work during Saturdays and holidays is not considered supervised work experience.

j) Students sixteen years of age or older who are of junior or senior classification are eligible to enter the program. Applicants who are not employed at the time they are admitted to the class must be employed within two weeks. If they have secured their own job and wish to receive further training in their present work, the occupation must be an occupation approved for this program.

Students must be placed in part-time employment by the teacher-coordinator. This calls for careful student selection, based upon the teacher-coordinator's knowledge of the occupational requirements of the various fields in which cooperative training is offered.

k) In teaching students with different occupational objectives, it is impossible to teach the technical information surrounding

several different occupations in the traditional manner of group instruction. The only feasible plan of instruction for such a group is the supervised study plan in which each student works on his individual course of study independent of the group.

Supervised study necessitates individual daily study assignments. It is the sole responsibility of the teacher-coordinator to see that each student in his related subjects classes has a definite study assignment each day. Assignment sheets in several of the most prevalent occupations have been written, printed and made available for use. However, course material of this type requires constant revision and supplementing by teacher-coordinators in order to keep it up to date. When a student is placed in an occupation for which material is not already available, assignments must be written without delay and, in order that the coordinator may produce the best material possible, he must have a thorough knowledge of techniques and standards for production in instructional material. Instructional materials needed for each occupation taught include: student study guides, vocational textbooks, technical reference library, trade journals, equipment and supplies catalogues and, when available, films and filmstrips.

1) During the five hours scheduled for classroom instruction each school week, students will engage in two types of activities described as follows:

   1) Occupationally related instruction - each student devotes from fifty to sixty per cent of the instructional time to supervised study of content directly related to his occupational objective. His course of study is tailored to the job requirements of his employer, as determined by a job analysis made by the employer and teacher-coordinator, and is coordinated with the practical work experience he is to receive. Each student works independently and progresses in accordance with his own ability.

   2) Group instruction - Approximately forty to fifty per cent of the total instructional time is devoted to group instruction and activities designed to orient and adjust students to employment conditions and to develop proper attitudes toward the school, employment, social, and civic relationships.

      A minimum of two one-hour related studies classes, maximum of 20 students per class, are scheduled each school day morning, one for first-year students and one for second-year students. In addition, students are enrolled in two to three non-vocational classes leading to high school graduation. After the noon period, students report to their respective places of employment for three to four hours of supervised job experience.

m) A training station is defined as the industrial establishment or place of business which employs an industrial cooperative training student and provides him supervised work experience in accordance with a written training agreement or plan. It is not necessarily true that all establishments engaging in the same type of work can provide the same quality of work experience. For this reason, appropriate criteria should be followed in placing students in various places of employment. Such criteria include: (1) the respectability and reputation of the employer, (2) competence of employees, (3) standards of workmanship, (4) adequacy and appropriateness of equipment, (5) volume of business, (6) policies of the company toward occupational training, including agreement of employer to employ students part-time throughout the school year and (7) employer-employee relationships existing.

n) The training of each student, both in the classroom and on the job, is conducted in accordance with a written training plan developed cooperatively by the teacher-coordinator and the employer. The training plan includes such pertinent points of agreement as:

1. Skills to be learned through job training.

2. Technical information to be taught in the classroom.

3. Length of training.

4. Hours of employment (a minimum of fifteen per school week throughout the school year is required).

5. Wages to be paid (trainees should receive the same hourly wages as other beginners in the occupation).

A student is not considered an eligible student until his approved training plan is on file in the Office of Trade and Industrial Education, not later than three weeks after job placement. Individual training plans must bear the approval of the student, his parents, his employer, the school's teacher-coordinator and chairman of the local advisory committee. A sample plan is contained in the Appendix of this Guide.

o) Each school day afternoon the teacher-coordinator engages in numerous activities essential to the operation of a successful program. Such activities include the following: (1) make supervisory visits to the training station of each student at least once bi-weekly and more often as necessary, (2) confer with employers on student progress and

needs, (3) secure employer's periodic evaluations of students' performance, (4) counsel with prospective students, (5) confer with parents of students and prospective students, (6) confer with advisory committees, (7) prepare program records and reports, and (8) confer with prospective employers.

p) Adequate guidance and counseling of students, prior to entering the program and throughout its duration, must be provided enrollees by the teacher, and with assistance of school counselors, regarding adjustments students may need in regard to the total school program, in relation to employment problems and in achieving job placement in occupations best suited to the interests, aptitudes and ability of students.

q) Local Advisory Committee - Committees composed of equal numbers of local employers and employees representing the occupation for which training is being offered should be appointed by the superintendent to assist in determining student entrance standards, scope of the training program, equipment, program standards, and to provide other advisory assistance. Such advisory committees have no administrative authority but are helpful in assuring an efficient training program which produces graduates who are employable in the fields for which training is offered.

r) Evaluation of Program - Schools are required to evaluate the quality and effectiveness of each program being conducted and to make revisions and improvement as needed to result in programs being realistic in the light of actual or anticipated opportunities for gainful employment in the area served by the school and suited to the needs, interests and ability of students to benefit from the program in which they are enrolled in terms of acquiring the knowledge and skills necessary for entry upon and success in employment in the occupations for which they are trained

As a phase of evaluation of the quality and affectiveness of programs, schools are required to maintain follow-up records regarding the placement and employment of students after completion of programs in the occupations for which they are trained, in other occupations, numbers entering college instead of employment, and other follow-up information.

Members of the staff for Vocational Trade and Industrial Education cooperating with public schools, will make periodic evaluations to determine the quality and effectiveness of programs.

V. CERTIFICATION REQUIREMENTS FOR TRADE AND INDUSTRIAL EDUCATION

A. Secondary and Post-Secondary

The State Board shall request a person to submit evidence of trade competence when requesting certification to teach vocational education courses at either the secondary or post-secondary level.

1. Industrial Cooperative Training Coordinator

Minimum Qualifications

a. Education

Shall hold not less than a bachelor's degree in vocational education, or

shall hold a bachelor's degree in industrial education and shall have completed six semester hours of approved vocational trade and industrial education courses, or

shall hold not less than a bachelor's degree and shall have completed 12 semester hours of approved vocational trade and industrial education courses.

A person deficient in any of the required courses may be recommended for a one (1) year provisional vocational certificate with an option for renewal upon the recommendation of the local school authority and the State Supervisor of Trade and Industrial Education.

b. Experience

Shall have two (2) years full-time work experience in one or more trade and industrial occupational areas.

2. Regular Full-Time Trade and Industrial Instructors

Minimum Qualifications

a. Education

A person may meet vocational certification requirements under one of the following:

(1) a bachelor's degree in vocational education, or

(2) a bachelor's degree in industrial education plus a minimum of six semester hours approved vocational trade and industrial education courses, or

(3) a bachelor's degree plus a minimum of 12 semester hours approved vocational trade and industrial education courses, or

(4) an associate degree or its equivalent in the area to be taught - graduate of two-year technical institute, two-year post-secondary vocational-technical school, or two-year collegiate technical program - plus 12 semester hours approved vocational trade and industrial education courses, or

(5) upon the request of the local school authority and approval of the State Supervisor of Trade and Industrial Education, a person may be accepted on a provisional basis with twelfth grade education or its equivalent, plus satisfactorily completing a minimum of 12 semester hours of approved vocational trade and industrial education courses.

Prospective instructors with less than the required hours in vocational education may be recommended for a one-year provisional vocational certificate upon the recommendation of the local school authority and the State Supervisor of Trade and Industrial Education if they:

(a) complete six semester hours approved vocational trade and industrial education courses prior to employment, or
(b) participate in pre-employment approved vocational trade and industrial teacher preparation workshop, or
(c) agree to participate in intensified on-the-job teacher training during the first month of employment.

When a person desires to receive credit for courses other than those listed on the approved list, he shall have prior approval of the State Supervisor of Trade and Industrial Education.

b. Experience

(1) A person with a bachelor's degree in vocational education in the specific occupational area of instruction to be provided may meet certification requirements with two years of occupational experience in the area in which instruction is to be provided.

(2) A person with a bachelor's degree in industrial education may meet certification requirements with two years of occupational experience in the area in which instruction is to be provided.

(3) A person with a bachelor's degree may meet certification requirements with three years of occupational experience in the area in which instruction is to be provided.

(4) A person completing a two-year post-secondary technical vocational program in the specific occupational area in which instruction is to be provided may meet certification requirements with two years of occupational trade experience in the area in which instruction is to be provided.

(5) A person not qualifying under (1), (2), (3) or (4) shall have no less than three years full-time recent occupational experience in the area in which instruction is to be provided.

(6) A person teaching an occupational cluster of two or more trade areas may be recommended for certification with three years experience in any combination of the trade areas in which instruction is to be provided.

(7) A person teaching in a new or emerging occupational area may be recommended for certification with less than the required amount of occupational experience upon the approval of the State Supervisor of Trade & Industrial Education.

B. Recertification Requirement

1. After one year of successful teaching an instructor may be recommended for a second one-year provisional vocational certificate upon completion of six semester hours approved vocational trade and industrial education courses.

2. After the second year of successful teaching an instructor may be recommended for a five-year certificate upon completion of a total of 12 semester hours approved vocational trade and industrial education courses. (Six semester hours may have been completed prior to initial employment or they may be taken after the second year of teaching.)

3. Instructors possessing the five-year certificate may be recommended for five-year renewal upon the request of the local administrator and the approval of the State Supervisor of Trade and Industrial Education, and satisfactory completion of not less than six semester hours of approved vocational trade and industrial education courses during the valid period of certification. Approval by the State Supervisor shall be governed by the extent to which the instructor has participated in workshops, conferences, seminars, and special schools sponsored and/or recommended by the Division of Vocational Education.

4. Regular full-time trade and industrial instructors who complete the associate of arts in vocational-industrial education may be recommended for a five-year renewal upon the request of the local administrator and the approval of the State Supervisor of Trade and Industrial Education based on satisfactory teaching experience and

participation in workshops, conferences, seminars, meetings, and special schools sponsored and/or recommended by the Division of Vocational Education.

5. Instructors possessing a baccalaureate degree may request renewal on the same basis as academic teachers.

C. Adult

Duties

Shall provide instruction in a specific trade and industrial area for less than full-time. Instruction shall be for those enrolled in regular evening extension, improvement or other such courses as provided on a part-time basis.

Minimum Qualifications

a. Education

A person may be recommended for a one (1) year trade and industrial teaching certificate who has completed not less than the twelfth grade or its equivalent. The certificate is renewable on request of local school authority provided he participates in such in-service teacher training that is made available by the designated trade and industrial teacher education institution. On completion of sixty clock hours of approved teacher training, the certificate is automatically renewable on the recommendation of the local school authority and the State Supervisor of Trade and Industrial Education.

Any full-time trade and industrial instructors may teach on a part-time basis in their specialty without complying with the sixty clock hour requirement.

Waiver of the above requirements in teacher education may be granted upon the approval of the local school authority and the State Supervisor of Trade and Industrial Education.

b. Experience

Shall be classified as a journeyman or specialist with no less than three years full-time recent work experience in the occupational area instruction is to be provided. Such identified work experience as required shall meet with the approval of the local school authority and the State Supervisor of Trade and Industrial Education.

VI. OFFICIAL TRAVEL OF THE VOCATIONAL TRADE AND INDUSTRIAL INSTRUCTOR

A. Reimbursements relative to official travel will be made, subject to the availability of funds, on the following types of official travel for

the Vocational Trade and Industrial instructor:

1. Transportation cost in the service areas for (service areas interpreted as meaning the area from which schools enroll students):

   a. Visiting industrial sites related to the occupational area.

   b. Visiting students, both enrolled and prospective.

   c. Surveying the manpower needs of the occupational area for future expansion or program revision.

   d. Supervising students in cooperative training programs.

   e. Conducting activities of the Vocational Industrial Clubs of America.

   f. Other activities necessary in promoting and developing the Trade and Industrial Education program.

VII. TEACHER EDUCATION IN TRADE AND INDUSTRIAL EDUCATION

A. Institution - Eastern New Mexico University, Portales, is designated as the approved institution for training of Trade and Industrial teachers. The State Board of Education maintains a cooperative agreement with Eastern New Mexico University to provide the training of teachers through approved courses.

B. Teacher Training Personnel

1. Personnel will be selected by Eastern New Mexico University in cooperation with the State Board of Education. They must meet the qualifications as follows:

   a. Shall have a Master's degree from a teacher education institution approved by the State Board of Education, in the field of Trade and Industrial Education.

   b. Shall have had a minimum of three years of successful teaching in the Trade and Industrial Education area, and shall meet the State Plan requirements for a Vocational Trade and Industrial teacher.

APPENDICES

APPENDIX A

INSTRUCTIONAL CODES AND TITLES

TRADE AND INDUSTRIAL EDUCATION

17.000000	**TRADE AND INDUSTRIAL OCCUPATIONS**
01	Air Conditioning
0101	Cooling
0102	Heating
0103	Ventilating (Filtering and Humidification)
0199	Air Conditioning, Other
02	Appliance Repair
0201	Electrical Appliances
0202	Gas Appliances
03	Automotive Services
0301	Body and Fender
0302	Mechanics
0303	Specialization, Other
0399	Automotive Services, Other
04	Aviation Occupations
0401	Aircraft Maintenance
040101	Airframe
040102	Power Plant
040199	Aircraft Maintenance, Other
0402	Aircraft Operations
0403	Ground Operations
0499	Aviation Occupations, Other
05	Blueprint Reading
06	Business Machine Maintenance
07	Commercial Art Occupations
0701	Interior Decorating
0702	Window Display
0703	Product Design
0799	Commercial Art Occupations, Other
08	Commercial Fishery Occupations
0801	Seamanship
0802	Ship and Boat Operation and Maintenance
0899	Commercial Fishery Occupations, Other
09	Commercial Photography Occupations
0901	Photographic Laboratory and Darkroom Occupations
0999	Commercial Photography Occupations, Other
10	Construction and Maintenance Trades
1001	Carpentry
1002	Electricity
1003	Heavy Equipment (Construction)
100301	Maintenance, Heavy Equipment
100302	Operation, Heavy Equipment
1004	Masonry
1005	Painting and Decorating
1006	Plastering
1007	Plumbing and Pipefitting
1008	Dry Wall Installation
1009	Glazing
1010	Roofing
1099	Construction and Maintenance Trades, Other
11	Custodial Services
12	Diesel Mechanic
13	Drafting
14	Electrical Occupations
1401	Industrial Electrician
1402	Lineman
1403	Motor Repairman
1499	Electrical Occupations, Other
15	Electronics Occupations
1501	Communications
1502	Industrial Electronics
1503	Radio/Television
1599	Electronics Occupations, Other

16	Fabric Maintenance Services
1601	Drycleaning
1602	Laundering
1699	Fabric Maintenance Services, Other
17	Foremanship, Supervision, and Management Development
18	General Continuation
19	Graphic Arts Occupations
1901	Composition, Makeup and Typesetting
1902	Printing Press Occupations
1903	Lithography, Photography, and Platemaking
1904	Photoengraving
1905	Silk Screen Making and Printing
1906	Bookbinding
1999	Graphic Arts, Other
20	Industrial Atomic Energy
2001	Installation, Operation, and Maintenance of Reactors
2002	Radiography
2003	Industrial Uses of Radioisotopes
2099	Industrial Atomic Energy, Other
21	Instrument Maintenance and Repair
2101	Instruments (Other than Watches and Clocks)
2102	Watchmaking and Repair
22	Maritime Occupations
23	Metalworking
2301	Foundry
2302	Machine Shop
2303	Machine Tool Operation
2304	Metal Trades, Combined
2305	Sheet Metal
2306	Welding and Cutting
230601	Gas Welding
230602	Electric Welding
230603	Combination Welding
230604	Brazing and Soldering
230699	Welding and Cutting, Other
2307	Tool and Die Making
2308	Die Sinking
2309	Metal Patternmaking
2399	Metalworking, Other
24	Metallurgy
26	Personal Services
2601	Barbering
2602	Cosmethology
2699	Personal Services, Other
27	Plastics Occupations
28	Public Service Occupations
2801	Fireman Training
2802	Law Enforcement Training
2899	Public Service Occupations, Other
29	Quantity Food Occupations
2901	Baker
2902	Cook/Chef
2903	Meat Cutter
2904	Waiter/Waitress
2999	Quantity Food Occupations, Other
30	Refrigeration
31	Small Engine Repair, Internal Combustion
32	Stationary Energy Sources Occupations
3201	Electric Power Generating Plants
3202	Pumping Plants
3299	Stationary Energy Sources Occupations, Other
33	Textile Production and Fabrication
3301	Dressmaking
3302	Tailoring
3399	Textile Production and Fabrication, Other
34	Leatherworking
3401	Shoe Manufacturing
3402	Shoe Repair
3499	Leatherworking, Other
35	Upholstering
36	Woodworking Occupations
3601	Millwork and Cabinet Making
3699	Woodworking, Other
99	Trade and Industrial Occupations, Other

APPENDIX B

INSTRUCTIONAL CODES AND TITLES

TECHNICAL EDUCATION

16.000000	TECHNICAL EDUCATION
01	Engineering Related Technology
0101	Aeronautical Technology
0102	Agricultural Technology
010201	Agricultural Electrification Technology
010202	Agricultural Machinery and Equipment Technology
010203	Agricultural Structures and Conveniences
010299	Agricultural Technology, Other
0103	Architectural Technology (Building Construction)
0104	Automotive Technology
0105	Chemical Technology
0106	Civil Technology
010601	Roadway Technology
010602	Sanitation Technology
010603	Structural Technology
010699	Civil Technology, Other
0107	Electrical Technology
0108	Electronic Technology
0109	Electromechanical Technology
0110	Environmental Control Technology
011001	Cooling
011002	Heating
011003	Refrigeration
011099	Environmental Control Technology, Other
0111	Industrial Technology
0112	Instrumentation Technology
0113	Mechanical Technology
011301	Energy Conversion
011302	Machine and Tool Design
011303	Production
011399	Mechanical Technology, Other
0114	Metallurgical Technology
0115	Nuclear Technology
0116	Petroleum Technology
0117	Scientific Data Processing
0199	Engineering Related Technology, Other
02	Agricultural Related Technology
0201	Animal Science
0202	Dairy Technology
0203	Food Processing Technology
0204	Plant Science
0299	Agricultural Related Technology, Other
03	Health Related Technology
0301	Dental Hygiene (Associate Degree)
0302	Electroencephalograph Technician
0303	Medical Laboratory Assisting
0304	Radiologic Technology (X-ray)
0305	Nursing (Associate Degree)
0399	Health Related Technology, Other
04	Office Related Technology
0401	Computer Programmer
0402	Systems Analyst Technology
0499	Office Related Technology, Other
05	Home Economics Related Technology
0501	Child Care Center Assistant
0502	Hospital Children's Division Assistant
0503	Teacher's Assistant at the Preprimary Level
0504	Food Service Supervisor
0505	Interior Decorator Assistant
0506	Home Equipment Demonstrator
0599	Home Economics Related Technology, Other
06	Miscellaneous Technical Education
0601	Commercial Pilot Training
0602	Fire and Fire Safety Technology
0603	Forestry Technology
0604	Oceanographic Technology (Physical, Biological, and Fisheries)
0605	Police (Law Enforcement and Corrections) Science Technology
0699	Miscellaneous Technical Education, Other

APPENDIX C

EVALUATION RATING SCALE

The evaluation scale for the instrument provides a choice of five rating categories. Each item is scored by using an appraisal based on accepted standards as they appear to the faculty, the administration and the visiting evaluator.

Definition of Scale:

1 Conditional - a mark of one indicates this item is performed or exists to an extent so deficient that it needs to be corrected.

2 Approved - a mark of two indicates this item is performed or exists to the extent of meeting minimum standards. It shows an accepted level of effectiveness.

3 Approved above Standards - a mark of three indicates this item is performed or exists to the extent of exceeding requirements of the minimum standards. This reflects a high level of effectiveness.

M A mark of M indicates this item is missing but is needed for an effective program.

NA A mark of NA indicates this item does not apply.

APPENDIX D

NEW MEXICO STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

EVALUATION INSTRUMENT

_____ Vocational Trade and
(grade level) Industrial Education

I. PHILOSOPHY AND OBJECTIVES

A. The underlying philosophy of the _____ program includes the following principles:

_____

_____

_____

_____

_____

_____

_____

_____

_____

B. Principal objectives of the _____ program may be stated below:

_____

_____

_____

_____

_____

_____

_____

_____

C. Philosophy and Objectives

1. Both the philosophy and objectives of Technical and Vocational Industrial Education are clearly defined and understood by the instructor and the student. _____

2. A statement of objectives exists in written form for each shop-laboratory. _____

3. The instruction is planned and directed towards achieving defined objectives. _____

4. The instruction contributes to the overall objectives of the school. _____

5. Periodic evaluations of the programs are made in terms of the stated objectives. _____

6. Objectives are adjusted as changes occur in the community, the school, and educational theory. _____

7. Local advisory committees serve to assist in the planning of programs and objectives. _____

II. PROGRAM ORGANIZATION

A. Textbooks and supplemental materials

Textbooks and supplemental materials	Grade level	Subject	Copyright dates

B. Learning-teaching activities

1. Provisions are made for instructional experimentation. _____

2. Work from outside the department is not accepted unless it contributes to the learning experience of the student, and does not disrupt the organization of the curriculum. _____

3. The course outline provides for a sequential development of skills. _____

4. Assignments are made on the basis of students' past experiences in the subject area. _____

5. Attention is given to the special needs of individual students. _____

6. Classroom instruction is adjusted to individual rates of learning. _____

7. Individual and remedial instruction is given as necessary. _____

8. Classes in theory are conducted as a regular part of the total instructional program as the need arises.

9. Standards of performance acceptable in industry are required of the student whenever feasible. _____

10. The instructor utilizes a variety of techniques in his instruction. _____

11. Student notebooks are required and checked periodically. _____

12. Adequate instructional materials and equipment are available and utilized, and may include:

    a. Current trade and industrial journals and newspapers. _____

    b. Business firm publications. _____

    c. Instructional manuals. _____

    d. Pamphlets and handbooks. _____

    e. Study guides. _____

    f. Specialized drills. _____

    g. Courses of study. _____

    h. Bulletin board display materials. _____

    i. Basic texts and supplemental references. _____

    j. Audiovisual materials. _____

    k. Occupational monographs. _____

13. Typical samples of both school and industrial production are exhibited. _____

14. An effort is made to provide instruction directly related to each student's work experience. _____

15. Students are reasonably conversant in the terminology of the trade. _____

16. The instructor attempts to develop in the student a working knowledge of related occupations. _____

17. Shop arrangement and personal organization approximates conditions found in industry. _____

18. Instruction is conducted at all times with regard for both student health and safety. _____

19. The instructor utilizes the community resources as a part of his instructional program. _____

20. The instructor carefully plans and prepares both his daily and long range lessons. _____

21. Instructional sheets are used regularly. _____

22. Students show an active and sustained interest in their work. _____

23. Student conduct is orderly and self-disciplined. _____

24. All students are occupied at a definite assignment. _____

C. Equipment and materials

1. A reference library of special reference materials is provided in each shop-laboratory. _____

2. Moving parts of machines are finished in a vivid color to attract attention. _____

3. Quiet operating machines have red operating indicator lights. _____

4. Noisy equipment is muffled and mounted on shock absorption materials. _____

5. Non-portable equipment is secure to the floor or bench. _____

6. Equipment is maintained in good working order. _____

7. Obsolete equipment is replaced on a definite schedule. _____

8. The shop-laboratory is suitably equipped with the necessary tools, machines and equipment to educate students in the trade or occupation in which the training is given. _____

9. Industrial type hand tools are utilized. _____

10. Industrial machine tools are utilized. _____

11. Provisions are made for the use of visual aids. _____

12. Instructional supplies are adequate, and necessary supplies are obtained when needed. _____

13. Adequate facilities are available in the shop-laboratory for the program of instruction. _____

14. Machines are equipped with proper safety devices. _____

15. All switches and electrical controls are clearly marked. _____

16. Models, mock-ups, exploded views, and other teaching aids are utilized. _____

D. Classroom and facilities

1. Lavatory, fountain, and common waste units are provided in each shop with adequate space. _____

2. Washing facilities are supplied with both hot and cold water, soap and towels. _____

3. A master power control panel with lock is located in each shop. There are additional emergency stop buttons, if necessary, controlling all power in the shop. _____

4. The instructor considers the size of the shop-laboratory, the facilities, and equipment adequate for the program of instruction. _____

5. The shop-laboratory is orderly, attractive, and provides an example of good housekeeping to the students. _____

6. Machines and equipment are logically arranged, with consideration given to such factors as function, class control, and safety. _____

7. The arrangement of equipment allows for a logical flow of work. _____

8. The arrangement of equipment provides for adequate aisle space.

9. Illumination is satisfactory throughout the shop, at individual machines, and other work stations. _____

10. Hand tools, equipment and supplies are stored in a systematic, orderly manner, based upon frequency of usage. _____

11. Adequate washing facilities are available within the shop-laboratory area. _____

12. Storage is provided for student's books, clothing, and work. _____

13. Methods of shop management are based upon sound educational principles, and wherever possible, upon those methods most frequently found in industrial situations. _____

14. The shop is well-planned and arranged for instructional purposes. The instructional arrangement simulates industrial practices. _____

15. Where applicable assembly areas for large jobs are provided with clear working space. _____

16. Suitable student project storage facilities are provided for work in progress. _____

17. Tool panels are located near the work stations for regularly used tools and instruments. _____

18. Tool cribs or cabinets are provided for storage of tools and small supplies. _____

19. Ample storage is provided for those shop-laboratories that maintain a reserve or seasonal supply of materials. _____

20. Approved, periodically checked fire extinguishers and other fire safety devices are provided as required. _____

21. Appropriate first aid facilities and services are available. _____

22. Visual control and supervision of all auxiliary instructional areas are possible for the shop-laboratory instructor. _____

23. An adequate clear floor space is provided in front of entrances, exits, tool panels, and wash fountains. _____

24. Instruction is adapted to new advances in methods of teaching and changing technology. _____

25. Machines, work stations, and tool panels are arranged for efficient operations. _____

26. Aisles permit the free flow of traffic. _____

27. Spacing between machines, benches, and aisles is adequate. _____

28. Machines are adequately guarded. _____

29. Suitable space is allotted for the instructor's headquarters. _____

30. The instructor has an adequate view of all shop areas under his jurisdiction during periods of machine operation. _____

31. Refuse receptacles of appropriate size and type are in strategic locations. _____

32. Adequate facilities are provided for storage and disposal of flammable and non-flammable materials. _____

33. Eye safety equipment, in accordance with the eye safety regulations for New Mexico, is provided for students. _____

34. Protective uniforms that are compatible with industry standards should be worn by students. _____

E. Evaluation

1. Students participate in self-evaluation of their own work. _____

2. Objective techniques based upon industrial standards are used to evaluate the work of the students. _____

3. An analysis of test results to measure understanding and actual performance is utilized to plan future instruction. _____

4. Student aptitude and abilities are considered in evaluations. _____

5. Evaluation is an integral part of the instructional program. _____

6. Student and program evaluation is a continuous process. _____

7. Records of progress are kept for each individual student, and are used as a basis for guidance and placement, job assignments, and grading. _____

8. Advisory committees are consulted for purposes of evaluating and improving the program. _____

9. Administrative, supervisory, and instructional staffs meet periodically to examine and discuss the total Vocational-Technical Education Program. _____

10. Recommendations from previous evaluations have been implemented. _____

11. Complete reports of supervisory visits are available for review. _____

12. A regular testing program is an integral part of the program and covers both theory and laboratory experience. _____

13. Student progress records are kept current. _____

14. Periodic program reviews of Industrial Education offerings are made by the professional staff. _____

15. The administrator, supervisor, or department head sees that:

    a. A continuous follow-up is made of the graduates of the Vocational Trade & Industrial program. _____

    b. Periodic employment surveys are made to determine opportunities in industrial occupations. _____

    c. Periodic industry surveys are made to determine practices and equipment most appropriate for vocational education. _____

III. CURRICULUM PLANNING AND DEVELOPMENT

A. Teacher and administrative planning:

1. The teaching load is commensurate with the number of work stations. _____

2. Classroom practices and procedures reflect the philosophy of Vocational-Technical Education. _____

3. The course outline is available and utilized by both the instructor and the students. _____

4. The course outline includes a complete trade analysis. _____

5. The course outline includes job skills and related jobs, operations to be covered, and the theory and instructional methods to be used. _____

6. The administrator communicates with the instructor regarding State and Federal regulations, pertaining to Vocational-Technical Education. _____

7. There is a director or department head who helps in the supervising and coordinating activities. _____

8. The subject areas are adequate enough to provide a wide range of activities. _____

9. Is kept up to date by periodic revision of course outline. _____

10. Does the course outline allow for experimentation by both the student and the instructor? _____

11. Is organized around the skills and knowledge required for successful beginning employment. _____

12. Shows evidence of adaptability to changing technological advances. _____

13. In addition to skill development, the curriculum emphasizes the development of:

    a. Socially desirable traits _____

    b. Socially acceptable attitudes _____

    c. Social competencies _____

    d. Good work habits _____

    e. Pride in workmanship _____

    f. Competence in employer-employee relationships _____

    g. Competence in employee-employer relationships _____

14. Emphasizes the safety practices necessitated by working conditions in the vocation being studied. _____

15. Provides a basis for post-high school study. _____

16. Course outline reflects modification based upon studies of previous students, job opportunities, and trade conditions. _____

17. Is reviewed with craft or advisory committees? _____

18. Provides opportunities for occupational cluster. _____

19. Includes plans for a career conference or some other desirable career guidance activity at least once a year. _____

20. Provides an opportunity to participate in extra-curricular activities of the school. _____

21. Provides for a co-curricular club program. _____

22. Emphasizes a club program that enhances the development of leadership abilities and a sense of individual responsibility. _____

23. Vocational Trade and Industrial Education is available to all students who need and can profit by it. _____

24. If two or more instructors are in the department, one is appointed as department chairman. _____

25. A department head of more than five instructors has at least two periods a day to devote to administrative and supervisory duties. _____

26. The department meets periodically to discuss problems of Vocational Trade and Industrial Education. _____

27. The professional staff and the administration function cooperatively in selecting instructional materials, equipment, and furniture. _____

28. The department has a planned program to promote good public relations. _____

IV. TEACHER QUALIFICATION AND PREPARATION

A. The Vocational Trade and Industrial Education instructor:

1. The instructor has had successful and recent work experience. _____

2. The instructor has received training in current teaching methods. _____

3. The instructor has exhibited continued professional growth. _____

4. The instructor is sensitive to the need for good community and school relations. _____

5. The instructor supports his professional organizations (N.M.V.A., A.V.A., N.M.T.&I.) _____

6. The instructor is active in the in-service training program. _____

7. The instructor is properly groomed and appropriately dressed for the instruction given. _____

8. The instructor demonstrates professional attitude toward the need for continuous improvement. _____

9. The administration actively encourages and supports in-service improvement of teachers. _____

10. There are opportunities for instructors to visit other schools and participate in professional meetings. _____

11. A competent and adequate instructor staff is available. _____

12. The instructor is properly certified for the subject area. _____

V. SELF-EVALUATOR'S COMMENTS

A. What do you feel are the strongest aspects of your particular program?

B. What aspects of your program are in need of improvement?

APPENDIX E

STATE OF NEW MEXICO
DEPARTMENT OF VOCATIONAL EDUCATION
TRADE & INDUSTRIAL DIVISION
SANTA FE

STATEMENT OF QUALIFICATIONS FOR TRADE AND INDUSTRIAL TEACHING POSITION

Name _____ Age _____ Sex _____ Date _____

Street _____ City _____ State _____

Date of Birth _____ Place of Birth _____ Social Security No. _____

Are you a citizen of the U. S.? _____ Married _____ No. of Children _____ Other Dependents _____

Trade and Technical Qualifications

Exact position you wish to qualify for (be specific) _____

Name of your specific trade or industrial occupation _____

Did you serve a regular apprenticeship or learning period? _____

How many years did you serve as a journeyman at the trade you desire to teach? _____

Have you had practical experience as a supervisor, foreman, or superintendent? _____

If so, explain _____ No of years _____

How many men did you have under your supervision? _____ How many apprentices _____

Can you read working drawings? _____ For what trades _____

Have you ever had any experiences with young people outside of the shop (as in clubs, YMCA, Social Affairs, Church, etc.?) _____ Describe _____

_____

Are you willing to take a practical and/or written examination on your specific trade or industrial occupation? ____

References

Give the names of three persons qualified to speak concerning your trade or teachnical experience:

Name _____

Address _____

Occupation _____

Name _____

Address _____

Occupation _____

Name _____

Address _____

Occupation _____

IMPORTANT: The information given below will be used in rating trade experience. It is, therefore, important that it be complete.

Please begin with your present job and list in reverse order:

Name of Employer _____

Address of Employer _____

Name of Superintendent or Foreman _____

Dates of Employment: From _____ To _____ Total Months _____

Type of Assignment (Duties) _____

_____

Salary: Beginning _____ Ending _____

State reason for leaving job _____

Name of Employer _____

Address of Employer _____

Name of Superintendent or Foreman _____

Dates of Employment: From _____ To _____ Total Months _____

Type of Assignment (Duties) _____

_____

Salary: Beginning _____ Ending _____

State reason for leaving job _____

Name of Employer _____

Address of Employer _____

Name of Superintendent or Foreman _____

Dates of Employment: From _____ To _____ Total Months _____

Type of Assignment (Duties) _____

_____

Salary: Beginning _____ Ending _____

State reason for leaving job _____

Name of Employer _____

Address of Employer _____

Name of Superintendent or Foreman _____

Dates of Employment: From _____ To _____ Total Months _____

Type of Assignment (Duties) _____

_____

Salary: Beginning _____ Ending _____

State reason for leaving job _____

Name of Employer _____

Address of Employer _____

Name of Superintendent or Foreman _____

Dates of Employment: From _____ To _____ Total Months _____

Type of Assignment (Duties) _____

_____

Salary: Beginning _____ Ending _____

State reason for leaving job _____

If necessary, attach sheet listing additional employers.

EDUCATIONAL QUALIFICATIONS

1. Circle the highest grade in elementary or secondary education you completed.

   1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED

2. Name and location of last school attended _____

   _____

3. Last date of attendance (month, year) _____

COLLEGE OR UNIVERSITY

NAME AND LOCATION OF INSTITUTION	DATES OF ATTENDANCE	MAJOR FIELD	CREDITS

SPECIAL COURSES OR TRAINING COMPLETED

NAME OF COURSE	COURSE LENGTH	COURSE OFFERED BY	DATES

TEACHING EXPERIENCE

NAME AND LOCATION OF SCHOOL	SUBJECT TAUGHT	DATES

If necessary, attach sheet listing educational qualifications.

I hereby certify that the foregoing information is correct and complete to the best of my knowledge, and I recognize and accept that my teaching certificate will be cancelled if any of the given information or statements are false.

ATTENTION

The School Superintendent should sign when certification of applicant is requested.

_____
APPLICANT'S SIGNATURE

_____
DATE

_____
SCHOOL SUPERINTENDENT OR LOCAL DIRECTOR

_____
DATE

_____
STATE SUPERVISOR, INDUSTRIAL EDUCATION

_____
DATE

Sworn to before me this _____ day of _____ 19 ____.

_____ Notary Public, my commission expires _____

STATE OF NEW MEXICO
ORGANIZATION REPORT - DAY TRADE

PROGRAM_____ USOE CODE #_____

SCHOOL_____ CITY_____ TEACHER_____ TOTAL ENROLLMENT: M_____ F_____

CLASS HOURS PER WEEK_____ SEMESTER: ___1st ___2nd STARTING DATE OF CLASS_____ PLANNED CLOSING DATE_____

NAME OF STUDENT	AGE	GRADE	M/F	SOCIAL SECURITY NUMBER
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

ADVISORY COMMITTEE

NAME	BUSINESS REPRESENTED	OFFICIAL POSITION
1.		
2.		
3.		
4.		
5.		
6.		

Date_____

Approved_____
LOCAL SUPERINTENDENT OR DIRECTOR

_____
TEACHER

Approved_____
STATE SUPERVISOR

Please fill out completely and mail the original and duplicate copies to the Trade and Industrial Education Supervisor immediately after each class is organized. The Supervisor will return the duplicate copy for your local school files.

APPENDIX F

STATE OF NEW MEXICO
ORGANIZATION REPORT - COOPERATIVE PART TIME TRAINING

PROGRAM _____

SCHOOL: _____ CITY: _____ TEACHER-COORDINATOR _____

TIME OF DAY RELATED CLASS MEETS: _____ TO _____ CLASS HOURS PER WEEK ____ SEMESTER: _____ 1st _____ 2nd

STARTING DATE OF CLASS: _____ PLANNED CLOSING DATE _____ TOTAL ENROLLMENT M _____ F _____

	NAME OF STUDENT	AGE	GRADE	M/F	OCCUPATION	EMPLOYER
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						

ADVISORY COMMITTEE

	NAMES	BUSINESS REPRESENTED	OFFICIAL POSITION
1.			
2.			
3.			
4.			
5.			
6.			

APPROVED: _____
LOCAL SUPERINTENDENT OR DIRECTOR

DATE: _____

_____
STATE SUPERVISOR

STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION - VOCATIONAL DIVISION
CLOSING REPORT - DAY TRADE CLASS

PROGRAM _____ USOE CODE # _____

SCHOOL _____ CITY _____ TEACHER _____

CLASS HOURS PER WEEK _____ SEMESTER ____1st____2nd DATE SCHOOL STARTED _____ DATE SCHOOL CLOSED _____

Students in Class When Report Is Made	M/F	AGE	GRADE	S.S.#
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				

Students in Class When Report Is Made	M/F	AGE	GRADE	S.S.#
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				

APPENDIX H

STUDENTS ENROLLED SINCE ORGANIZATION REPORT

Name of Student	Age	Grade	M/F	Date Entered	Occupation	Employer
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

TOTAL CUMULATIVE ENROLLMENT: Male _____ Female _____ TOTAL HOURS CLASS MET _____ NUMBER ADVISORY COMMITTEE MEETINGS _____

DATE _____ SIGNED: _____
TEACHER

_____
SUPERINTENDENT

Please fill out completely and mail the original and duplicate copies to the Trade and Industrial Education Supervisor immediately after each class is organized. The Supervisor will return the duplicate copy for your local school files.

STATE OF NEW MEXICO
DEPARTMENT OF VOCATIONAL EDUCATION
CLOSING REPORT COOPERATIVE PART-TIME TRAINING

Program_____

SCHOOL:_____ CITY:_____ TEACHER-COORDINATOR:_____
TIME OF DAY RELATED CLASS MET:_____ TO_____ CLASS HOURS PER WEEK_____ SEMESTER_____ 1st___ 2nd___
DATE SCHOOL STARTED:_____ DATE SCHOOL CLOSED:_____

Students in Class When Report is Made	Total Hours & Wages		
	On Job	In Class	Gross $ Earned
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			

Students in Class When Report is Made	Total Hours & Wages		
	On Job	In Class	Gross $ Earned
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			

STUDENTS ENROLLED SINCE ORGANIZATION REPORT

Name of Student	Age	Grade	M/F	Date Entered	Occupation	Employer
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

TOTAL CUMULATIVE ENROLLMENT: Male_____ Female_____
NUMBER OF CALLS ON PARENTS OF STUDENTS:_____ TOTAL HOURS CLASS MET:_____
NUMBER OF CONTACTS WITH EMPLOYERS:_____ NUMBER OF ADVISORY COMMITTEE MEETINGS:_____

DATE:_____ SIGNED:_____
COORDINATOR

_____ _____
SUPERINTENDENT STATE SUPERVISOR

APPENDIX I

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APPENDIX J

Grade _____

Age _____

Sex: M____F____

STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION
VOCATIONAL DIVISION
SANTA FE, NEW MEXICO 87501

Certificate Awarded:_____19__

Time Class Meets:_____

COOPERATIVE TRAINING PLAN

PROGRAM_____

This training plan is to (1) define the conditions and schedule of training whereby student _____ is to receive training as a (an) _____ (occupation) and (2) serve as a guide to the cooperating parties: the _____ (company) and the _____ High School, in providing the student with opportunities for training in the basic skills of the occupation and the technical information related to it. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences and a course of study paralleling it have been worked out and agreed upon by the employer and representative of the school. They are listed on the reverse side of this page.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations as apply to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge, and personal traits so that he may enter his chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $_____per_____ for_____hours per week.

2. A review of the wages paid the student will be made at the discretion of the coordinator with the employer for the purpose of determining a fair and equitable wage adjustment consistent with the student's increased ability and prevailing economic conditions.

The training period begins the _____day of _____, 19_____, and extends through _____, 19_____.

This plan has been reviewed and recommended by the Local Advisory Committee. It may be terminated for just cause by either party.

APPROVALS

_____ (student)

_____ (parent or guardian)

_____ (chairman, local advisory committee)

_____ (name of employer)

_____ (teacher-coordinator)

_____ (state director)

Work Experiences to be Provided	Record of Work	Outline of Study Assignments	Record of Studies

Please fill out completely and mail the original, duplicate, and triplicate copies to the Trade and Industrial Education Supervisor immediately after each class is organized. The Supervisor will return the duplicate and triplicate copies: one copy for the school and one copy for the employer.

APPENDIX K

VOCATIONAL—TECHNICAL EDUCATION DIVISION

STATE OF NEW MEXICO

DEPARTMENT OF EDUCATION

CAPITOL BUILDING

SANTA FE

87501

LEONARD J. DE LAYO
SUPERINTENDENT OF PUBLIC INSTRUCTION

WELDON PERRIN
STATE DIRECTOR
VOCATIONAL-TECHNICAL & ADULT EDUCATION

WADE FREDRICKSON
ASSISTANT DIRECTOR
VOCATIONAL-TECHNICAL & ADULT EDUCATION

SUPERVISORS

THOMAS M. TRUJILLO, ADULT BASIC EDUCATION
L. C. DALTON, AGRICULTURAL EDUCATION
BILLY BELL, DISTRIBUTIVE EDUCATION
MARIAN THOMAS, HEALTH OCCUPATIONS
WILMA LUDWIG, HOME ECONOMICS EDUCATION
DAVID M. GOIN, INDUSTRIAL ARTS
DON MILLIGAN, MDTA
ROBERT K. GORDON, OFFICE EDUCATION
DONALD J. REA, PRIVATE & POST-SECONDARY
HILDA MAJORS, RESEARCH COORDINATING UNIT
JAMES B. WEST, SPECIAL NEEDS
BILL JACKSON, TRADE & INDUSTRIAL EDUCATION

MEMORANDUM

TO: Secondary School Administrators of Vocational Trade & Industrial Education Programs

FROM: State Department of Vocational Education, T & I Division, Bill Jackson, State Supervisor

SUBJECT: Vocational Student Enrollment - Use of "Student Intent" Forms, VE-108

Reimbursement and support by the State Department of Vocational Education is based upon the supposition that students enrolled in any vocational program have indicated an intent to follow the course offering as an occupation upon completion of the training.

As evidence to support justification of reimbursement to each program, we are asking that each student enrolling for next school year in a vocational program fill out a "Student Intent" Form (VE-108) and that it be placed in his individual folder for referral purposes.

A supply of these forms is enclosed. You may duplicate these if the supply is insufficient, or you may develop your own form if this is not satisfactory.

Student Application of Intent For Vocational Training

Name of Student _____ Age _____

Date request submitted _____ Grade Level _____

Type of vocational program student requests admittance to enroll _____

_____

Name and address of parents _____

_____

Is this request with _____ without _____ the parents' consent.

Below the student is to state his or her objectives to enrolling in this particular vocational program.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Student's Signature

Approval to enroll

is given by _____ Title _____

Date approved _____

VE-108

APPENDIX L

POSSIBLE SCHEDULE PLANS TO MEET THE 900 HR. REQUIREMENTS

PLAN I

Auto Mechanics I (20 students) 2 hours, 11th grade.

Auto Mechanics II (15-18 students) 3 hours, 12th grade, students selected from the 2 hour block at the 11th grade level.

PLAN II

Power Mechanics (25 students) 1 hour, 10th grade, students selected from an I.A. program.

Auto Mechanics I - II (15-18 students) 11th - 12th grade students attend an area vocational school ½ day.

PLAN III

First Year (20 students) 3 hours, 11th grade level.

Second Year (15-18 students) 3 hours, 12th grade level.

PLAN IV

First Year - 2 hour or 3 hour Blocks, 11th grade level.

Second Year - Industrial Cooperative Training, 12th grade level.

PLAN V

Auto Mechanics I (25 students) 1 hour 10th grade Basic Introduction taught by a certified Trade & Industrial Education instructor of the specific occupational area.

Auto Mechanics II (20 students) 2 hour 11th grade students selected from the 1 hour Basic Introductory block.

Auto Mechanics III (15-18 students) 2 hour 12th grade students selected from the 11th grade 2 hour block.

APPENDIX M

INSTRUCTIONS FOR USE OF INVENTORY FORM

1. Equipment Invoice - Give invoice number concerning the item or equipment received.

2. Date of Purchase - self explanatory.

3. Quantity - self explanatory.

4. Supplier and Address - Name of vendor and address sufficient for identification.

5. Item Description and Manufacturer - Give proper name of item and brand name or manufacturer.

6. School Inventory Number - Give the number used for school inventory purposes.

7. Unit Cost - Give individual cost as bid.

8. Total Cost - Use where like items are listed which are equal in cost.

9. Percentage of Local Funds - applied to total cost of purchase.

10. Percentage of State Funds - Give the amount of state and federal funds that was contributed toward purchase of this item.

11. State Use Only - This space is reserved for adding the state voucher number which was issued as partial payment of the total cost of the item.

EQUIPMENT INVENTORY

Page ___ of ___

SCHOOL_____ADD._____DEPT._____DATE ENTERED_____By_____

Equip. Invoice #	Date of Purchase	Qty.	Supplier & Address	Item Description & Manufacturer	School Inv. No.	Unit Cost	Total Cost	% of Lcl. Funds	% of St. Funds	State Use Only

Policies and Procedures

Manual For

Organization, Operation and Supervision

Of

APPRENTICESHIP

In Trade and Industrial Education

APPENDIX N

APPRENTICESHIP TRAINING PROGRAM

INTRODUCTION:

Apprenticeship is training for those occupations commonly known as skilled crafts or trades that require a wide and diverse range of skills and knowledge, as well as maturity and independence of judgment.

It is an organized, formalized system of on-the job-training supplemented by related technical instruction in which the apprentice learns by doing and earns while he learns.

It is the life blood of industry, as it gives assurance that the skills of the craft will be carried on. The apprentice is started on a "career", whereby he will become the future journeyman, foreman, superintendent, or employer, industry is so in need of.

Industrial education means more in today's modern and changing world. It is not the mere transferring of skills and technical knowledge; it relates industries' needs and contributes to the social, the economical and industrial progress; as it facilitates man's efforts in developing better and more efficient productive methods in industrial endeavors.

Industrial education is the successful relation of man's increasing knowledge and ability to guide and use the forces and materials of our industrial society. This results in the improved design of equipment and products to advance civilization. Society's greatest resource for industrial advancement in its skilled manpower.

The objective of the Apprenticeship Training Program is to provide such instruction of an extension or supplemental nature for technical knowledge, related industrial information, safety and job judgment for persons already employed in a trade or industrial occupation.

APPRENTICESHIP ACT:

The Apprenticeship Act of 1945 - Declaration of Policy. It is declared to be the policy of this act to encourage the development of an apprenticeship system through the voluntary cooperation of management and labor and interested state agencies, and in cooperation with other states, and the federal government to provide for the establishment and furtherance of standards of apprenticeship to safeguard the welfare of apprentices, and to aid in the maintenance of an adequate skilled labor force.

The term "apprentice" means a person at least sixteen (16) years old who is covered by a written agreement with an employer, or with an association of employers or employees acting as agent for an employer, and approved by the State Apprenticeship Council, which apprentice agreement provides for not less than four thousand (4,000) hours required for any given trade by reasonably continuous employment for such person, for his participation in an approved schedule of work experience through employment and for at least one hundred forty four (144) hours per year of related supplemental instruction.

THE OBJECTIVE:

The primary objective of the apprenticeship program is to train efficiently to the degree of competence ordinarily expected of journeymen, the proper number of youths to meet the needs of industry for workers in skilled occupations.

PARTICIPATING AGENCIES: State Labor and Industrial Commission

1. New Mexico State Apprenticeship Council
   An "apprenticeship council" hereinafter referred to as the council, shall be appointed by the commissioner of labor without regard to any other provisions of law regarding the appointment and compensation of employees of the State. It shall consist of three (3) persons known to represent employers, three (3) persons known to represent employees, two (2) public representatives, and shall include as ex-officio members without vote the Commissioner of Labor and the State Supervisor of Trade and Industrial Education.

A. Duties of the Council

The council shall formulate standards to safeguard the welfare of apprentices, giving consideration to standards advocated by the bureau of apprenticeship of the United States Department of Labor, and shall formulate such additional policies as may be necessary to carry out the intent and purposes of the act. The council shall prescribe its own rules of procedure.

In order to administer the Apprenticeship Act the State Labor Commissioner, shall appoint a Director or Apprenticeship to be responsible for effectuating the policies of the Act. Such appointment shall be subject to confirmation by a majority vote of the apprenticeship council. Present Director of Apprenticeship is Mr. Wendell Boswell, 1010 National Building, 505 Marquette, N. W., Albuquerque, New Mexico.

II. Bureau of Apprenticeship and Training

This is a federal bureau under the Department of Labor. A representative of this region, Mr. Jack Sampson is located at 303 Federal Building, 421 Gold, S. E., Albuquerque, New Mexico.

It is the council policy to cooperate with the B.A.T. in working for better and more effective apprenticeship in the state. This cooperation specifically includes the ready exchange of ideas, joint effort in gathering statistical and research information, the development of better public relations, coordination of field work, and the review of apprenticeship programs.

III. New Mexico State Employment Service

This agency acts as a consultant to the State Apprenticeship Council.

IV. New Mexico State Department of Education - Trade & Industrial Division of the Department of Vocational Education

The State Supervisor of Trade & Industrial is an ex-officio member of the Apprenticeship Council, without voting privileges.

The State Department of Vocational Education through the Trade & Industrial Division has the responsibility of carrying out the policies, and directives relative to the use of State and Federal funds for vocational training and the maintenance of proper records as evidence of compliance with these requirements. This includes verification of such matters as matching funds, adequate instructional facilities, appropriate course of study, endorsement of teachers and provision for pre-service and in-service teacher training.

V. Joint Apprenticeship Committee

A joint apprenticeship committee derives its authority from the joint agreement of Labor and Management. Its functions are determined by the decisions of the respective parties as indicated in the apprenticeship program. Joint committees may be advisory in character, they may be policy making, or they may have certain operational responsibilities in conducting the program.

STAFFING:

One person is assigned to coordinate the State Apprenticeship program that is conducted by the State Department of Education. Address all correspondence in care of the T & I Division, State Department of Education, Capitol Building, Santa Fe, New Mexico 87501.

FUNDING:

The State Office will continue to coordinate the apprenticeship program with the secondary schools.

The State Office will continue to coordinate the apprenticeship program with the Post-Secondary institutions.

Under certain conditions the State Office may make reimbursement of salary direct from the State Office to the instructor (s).

The State Office may make reimbursement directly to the various crafts training funds, under contract with the State Department of Vocational Education.

Funding of programs will be approved only on approval of an application for each craft or program (Form VE-120-1).

RECORDS AND REPORTS:

1. Enrollments (by name) beginning of class. Form T-4 (Appendix).

2. Enrollments (by name) final report. Form T-4 (Appendix).

3. Attendance (monthly). Form T-5 (Appendix).

4. VE-100 to be completed by school and forwarded to State Office, or

5. VE-100 to be completed by instructor, then to the craft coordinator, then to the State Office.

6. VE-105 to be completed by school, craft, or coordinator, then forwarded to State Office.

CERTIFICATION:

All programs receiving funds from the State Department of Vocational Education shall be required to have all instructors certified by the State Certification Division of the State Department of Education.

Adult Certification Requirements

Duties

Shall provide instruction in a specific Trade & Industrial area for less than full-time. Instruction shall be for those enrolled in regular Evening Extension, improvement or other such courses as provided on a part-time basis.

Minimum Qualifications

a. Education

A person may be recommended for a one (1) year Trade & Industrial teaching certificate who has completed not less than the twelfth grade or its equivalent. The certificate is renewable on request of local school authority provided he participates in such in-service teacher training that is made available by the designated trade & industrial teacher education institution. On completion of sixty clock hours of approved teacher training, the certificate is automatically renewable on the recommendation of the local school authority and the State Supervisor of Trade & Industrial Education. Any full-time trade & industrial instructors may teach on a part-time basis in their specialty without complying with the sixty clock hour requirement.

Waiver of the above requirements in teacher education may be granted upon the approval of the local school authority and the State Supervisor of Trade & Industrial Education.

b. Experience

Shall be classified as a journeyman or specialist with no less than three (3) years full-time recent work experience in the occupational area instruction is to be provided. Such identified work experience as required

shall meet with the approval of the local school authority and the State Supervisor of Trade & Industrial Education.

MAXIMUM AND MINIMUM ENROLLMENT:

The maximum enrollment in a class may vary with the type of class and facilities available, but in no case should the number exceed sound educational practice.

The minimum number should be sufficient to maintain an average class attendance of at least eight (8) students. If under exceptional circumstances it seems desirable to offer training for smaller classes, an explanation of such condition should be attached to Form VE-120-1 for approval.

COURSE OF STUDY:

Instruction shall proceed from a selected series of courses designed to provide the knowledge of related technical subjects essential to the craft, also to create a sense of responsibility, pride of workmanship, work habits and attitude acceptable to fellow workers and employers. The courses should be reviewed frequently and revised when necessary to meet the current needs of industry. Courses must be approved by the sponsoring committee or apprenticeship coordinators and the State Supervisor of Vocational Education.

LOCAL SCHOOL AUTHORITY:

The local schools who elect to provide this community service are authorized by the State Department of Vocational Education to exercise the necessary supervision to insure that the operation of the classes is consistent with good educational practice.

To receive and submit statements of qualifications for instructors (Form VE-107).

See that proper records are kept and reports submitted to the State Department of Vocational Education.

Pay instructors salaries according to arrangements previously agreed upon with the State Department of Vocational Education.

Accept funds from local sources for matching purposes.

Submit claims for reimbursement (Form VE-105).

CLASSES:

All classes shall be in session as reported on the VE-100 except for holidays, if the holiday falls on a class night the hours shall be made up during the school year. Example - Apprentice Carpentry 144 hours per year, then 144 hours of related instruction shall be held during the school year.

ESTABLISHING A NEW PROGRAM:

When a new program is anticipated by a coordinator, the coordinator will contact the State Vocational Department, Trade & Industrial Division.

An appointment will then be made with the local school administration and the State Supervisor and Craft Coordinator will go as a team to explain the program and work out the details for the supervision and operation of the program with that particular school district.

APPENDIX N - 1

State Department of Vocational Education
Capitol Building
Santa Fe, New Mexico 87501

VE-120-1
Submit 3 copies

GUIDE FOR SUBMITTING PROPOSALS FOR VOCATIONAL APPRENTICE AND ADULT SKILL IMPROVEMENT PROGRAMS

The following outline constitutes the minimum information necessary to review the appropriateness of training proposed. Use the Code below in preparing the training proposal. Prepare and submit a separate proposal for each program by occupational title.

1. General Information

   1.1 Identify program by occupational title.
   1.2 Identify type of certificate to be issued; if none, please indicate.
   1.3 Indicate how the need for this program was determined: employment opportunities, Joint Apprenticeship Committee, advisory committee, current and projected trends, etc.
   1.4 Give names of advisory committee members, their occupations.
   1.5 Indicate extent of supervision: by whom, amount, frequency.
   1.6 Give name, location of facilities to be utilized.
   1.7 Give proposed starting and ending dates.

2. Course Information

   2.1 Include a topical outline of major units or divisions in the vocational course(s); clock hours devoted to each.
   2.2 List instructional materials, major texts and references to be used.
   2.3 Course length.
   2.4 Proposed class meeting days (Monday, Tuesday, etc.)
   2.5 Time of day meeting(s) held.

3. Budget

   3.1 Proposed budget.
   3.2 Hourly pay rate.

4. Administration

   4.1 Indicate proposed fiscal agent: Craft, Secondary School, Area Vocational School, State Office, etc.

5. Attachments

   In the case of a group of classes within a craft, one proposal with an attached schedule will be sufficient.

State of New Mexico, Department of Vocational Education, Santa Fe, New Mexico 87501 (State Copy)

REIMBURSEMENT APPLICATION AND FINAL REPORT

1. Name of School _____ City _____ County _____ District _____

2. Type of Program:
   ____Agriculture
   ____Distributive
   ____Health Occupations
   ____Home Economics
   ____Office Occupations
   ____Technical
   ____T. & I.

3. Special:
   ____Disadvantaged
   ____Guidance Voc.
   ____Handicapped
   ____Pre-Vocational

10. **STATE USE ONLY**

Project No. _____
Total Amt. Approved $ _____
Hourly Rate $ _____
Existing Program _____
New Program _____
Date Approved _____

4. Level of Program and % Involment:
   ____Secondary
   ____Post-Secondary
   ____Adult
   ____Other (Specify) _____

5. Kind of Instruction:
   ____Preparatory
   ____Cooperative
   ____Supplementary
   ____Apprentice

6. Type of School:
   ____Vocational Department of Secondary School
   ____Vocational or Technical School
   ____Community or Jr. College
   ____University ____Other (Specify) _____

Type Voc. Cert. _____ Expiration Date _____

7. Name of Instructor or Supervisor
   Total Budgeted for Fiscal Year, July 1, ____ to June 30, ____ :

Total Salary of Vocational Instructor	: _____
Total Benefits	: _____
Budgeted Supplies for Vocational	: _____
Budgeted Travel for Vocational	: _____
Budgeted Equipment for Vocational	: _____
TOTAL BUDGET FOR VOCATIONAL	: _____
Tuition or fees charged student	: _____
Other	: _____

11. Date Program Starts: _____
    Date Program Ends: _____
    (if applicable)

8. **CLASS SCHEDULE**

Per	TIME From	TIME To	Total Course Hours	Course Titles and OE Code No.	M	T	W	T	F	S
1										
2										
3										
4										
5										
6										
7										
8										

12. **PUBLIC SCHOOL ENROLLMENT**

Other M	Other F	9th M	9th F	10th M	10th F	11th M	11th F	12th M	12th F

POST-SECONDARY

1st M	1st F	2nd M	2nd F	Ad. M	Ad. F

Signed: _____ Authorized Local School Administrator Date _____

Approved: _____ State Department Division Supervisor Date _____

Form VE-100

APPENDIX N - 2

-57- 290

INSTRUCTIONS FOR FORM VE-100

General Instructions

A. This form VE-100 must be prepared and submitted (all 3 sheets) to the cooperating division of the State Department of Vocational Education, Secondary Public Schools by October 1st and all others two (2) weeks after the beginning of course or program. Upon execution by the division supervisor, the last two (2) copies will be returned to the local school administrator.

B. When the program is completed and final reimbursement is requested, the last two (2) sheets will be completed and the sheet marked "State Final" will be sent to the division supervisor who approved the program. The sheet marked "School" will be retained by the local school administrator for school records.

C. One set (3 sheets) Form VE-100 must be completed and submitted for each program, instructor or supervisor for which reimbursement is requested.

SPECIFIC INSTRUCTIONS FOR COMPLETING SECTIONS

Section 1. Complete as indicated; school, city, county, district.

Section 2. Check _____ type of program.

Section 3. Check _____ special (if applicable).

Section 4. Give percentage of involvement in level of program. IF OTHER, specify.

Section 5. Check _____ _____ kind of instruction.

Section 6. Check _____ type of school. IF OTHER, specify.

Section 7. Give name of instructor, supervisor, type of vocational certificate; such as: provisional, one year, five year; expiration date. Fiscal year, total salary of instructor, total benefits, supplies for program, amount budgeted for equipment, total budget, tuition or fees charged student (not including text books, work books, etc.)

Section 8. Class Schedule includes: periods, time of classes, total course hours, course titles and OE code numbers; check days of week classes are in session. Note: School using modular scheduling please attach instructor's daily schedule.

Section 9. This section to be completed at the end of the school year or at end of program.

Section 10. FOR STATE USE ONLY.

Section 11. Give starting date and ending date of course or program.

Section 12. Give number of students, male and female, enrolled for this course or program. The first column is for students under the ninth grade level; the last column is for Adult students.

Section 13. To be completed at end of school year or program.

Return to:
State Dept. of Vocational Ed.
State Capitol Bldg.
Santa Fe, New Mexico

1. PROJECT NOS. _____

2. Prepare one set (4) of forms for each vocational program. Check boxes to indicate division and level being reported.

Agriculture	☐	Health Occup.	☐	T. & I.	☐
Distributive Ed.	☐	Office Ed.	☐		
Home Economics	☐	Tech. Ed.	☐		
Secondary	☐	Post Second	☐	Adult	☐

3. SPECIAL:
Guidance ☐
Handicap ☐
Pre-Voc. ☐
Disadv. ☐

CLAIM FOR REIMBURSEMENT FROM FEDERAL AND STATE FUNDS FOR ALL PURPOSES

NOTE: Four copies of this form should be completed. One copy for your school board and three copies for the State Vocational Department.

4. Name of School _____

5. Address _____

6. Payee _____ (County Treasurer or School District)

Period Covered

7. From _____ To _____

8. Date of Claim _____

9. Instructor or Supervisor	10. Course Taught	11. % of Voc. Time	12. ADULT ONLY No of Meetings	13. ADULT ONLY Hours per Meeting	14. ADULT ONLY Total Hours & Rate	15. Total Salary of Teacher	16. Benefits	17. Supplies	18. Equipment	19. Other Specify	20. Total Cost
					TOTALS						

TO BE COMPLETED BY VOC. ED. DEPT.

21. Reimbursement Claimed $ _____

Local Matching _____

State of New Mexico, County of

I do solemnly swear that the above claim for reimbursement is just and correct and that the amount claimed therein was expended according to the provisions and regulations of the Federal and State Vocational Education Acts and that said amount is actually due according to law.

SIGNED _____
(Authorized local administrator)

Subscribed and sworn to before me this _____ day of _____, 19___.

Notary Public _____

(SEAL)

My Commission expires _____

Form VE-105

APPENDIX N - 4

State of New Mexico
Department of Vocational Education
Division of Trade & Industrial Education
139 So. Castillo, Harvey Bldg., Suite "H"
Santa Fe

ENROLLMENT REPORT FOR EVENING TRADE EXTENSION CLASSES

On Completion of class enrollment, instructor is to fill out this report in triplicate, including only those students who expect to attend regularly; white copy is to be sent to this office, and pink copy for school files, and yellow copy for the instructor. List alphabetically last name first.

School _____ Building _____

Date Class Opens _____ Address _____

Date Class Closes _____ Instructor _____

Trade or Course _____ No. Hrs. p/night _____ Days p/week _____

Dot No. _____ No. Weeks in Course _____ Total Hours in Course _____

STUDENT'S NAME AND ADDRESS	SEX	AGE	REG. APPR.	NON-REG. APPR.	JOURNEY-MAN	EMPLOYER AND STUDENT'S JOB
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

CONTINUE ENROLLMENT ON REVERSE SIDE IF NECESSARY

Form T-4, Revised 7/66

STUDENT'S NAME AND ADDRESS	SEX	AGE	REG.. APPR.	NON-REG. APPR.	JOURNEY-MAN	EMPLOYER AND STUDENT'S JOB
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						

State of New Mexico
Department of Vocational Education
Santa Fe, New Mexico

T Form 5
Rev. 6/70

MONTHLY ATTENDANCE REPORT FOR APPRENTICE AND ADULT T & I CLASSES

NOTE: Submit at end of each month. BLUE COPY for T & I Office, WHITE COPY for school file.

School _____ Month _____ 19___

Location _____ Class No. _____

STUDENT'S NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1.																															
2.																															
3.																															
4.																															
5.																															
6.																															
7.																															
8.																															
9.																															
10.																															
11.																															
12.																															
13.																															
14.																															
15.																															
16.																															
17.																															
18.																															
19.																															
20.																															

Signature _____
Local School Official

Signature _____
Instructor

Date _____

Date _____

P - Present
A - Absent
T - Tardy